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ABSTRACT

This guide is designed to aid the advisor for the Future Homemakers of America/Home Economics Related Occupations (FHA/HERO) in developing a well-organized, creatively integrated, and successful FHA/HERO chapter. The guide is written in a question-and-answer format. Chapter 1 focuses on the benefits of FHA/HERO, how it relates to home economics classes, and its organizational levels. Organizing a FHA/HERO chapter is addressed in chapter 2. Topics covered are coordinating the FHA/HERO community (the adviser, the home economics advisory committee, officers, committees, members, parents) and FHA/HERO procedures (chapter bylaws, finances, publicity). Chapter 3 discusses the planning process and encounter. The focus of the next chapter is planning a program of action, and chapter 5 provides information on state and regional levels. The final chapter describes traditional FHA/HERO ceremonies and rituals. Appendixes, amounting to over one-half of the guide, include a list of resource persons, Missouri regions and schools, sample materials (agenda, letters, unit plan for familiarizing home economics students with the key concepts in FHA/HERO, the planning sheet, the encounter analysis chart, an evaluation checklist, the chapter finance plan, a parliamentary procedure quiz with answers, suggested projects and activities, suggested learning games for classroom and chapter meetings, and a bibliography. (YLB)

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MISSOURI ASSOCIATION OF FUTURE HOMEMAKERS OF AMERICA
ADVISER'S HANDBOOK

Instructional Materials Laboratory
University of Missouri-Columbia

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ABOUT THE FHA/HERO GUIDE

The following guide was written to aid you, the FHA/HERO adviser, in developing a well-organized, creatively integrated, and successful FHA/HERO chapter. It is only this: a guide. The examples given are only intended as suggestions. The adviser is expected to identify the personal needs of the group and to be creative in guiding the FHA/HERO chapter towards sound, rewarding projects.

We hope that, as you progress through this manual, you will gain a more fully comprehensive picture of the organization, of your importance to it, and of the many interactions which make a chapter successful. We hope, too, that it will assist you in communicating to students, to parents, and to the community at large an understanding of the integral relationship between FHA/HERO and the home economics curriculum. And we are confident that you will agree with this basic premise: that, when functioning most effectively, FHA/HERO is part of a closely coordinated network which includes the community, the home, and classroom.

In using the FHA/HERO guide remember that what works for one chapter may not work for others. Your chapter is unique. Using the tools available, including this guide, in a manner appropriate to your members' particular needs, you and they can achieve success and steady growth.

This guide was written by secondary school home economics teachers who have been involved with FHA/HERO chapters. Although it is written from their experience, it can work for you. But if, at times, you are not successful in following some of its suggestions the first time, do not be afraid to adapt them and try again.

One of our main purposes is to explain the basics of the FHA/HERO organization to home economics instructors. We expect that, as a result, each high school student can experience the benefits of the leadership activities and personal growth opportunities presented by FHA/HERO.

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CHAPTER I

QUESTIONS AND ANSWERS ABOUT FHA/HERO

What is Future Homemakers of America?

Why FHA/HERO?

How does FHA/HERO benefit students?

How does FHA/HERO benefit schools?

How does FHA/HERO benefit communities?

How does FHA/HERO relate to Home Economics classes?

What are the FHA/HERO organizational levels?

WHAT IS FUTURE HOMEMAKERS OF AMERICA?

Future Homemakers of America is a national vocational organization designed to meet the needs of students who have taken or are taking a course in home economics education. It is a private, non-profit organization.

There are three types of chapters in Missouri:

1. FHA Chapters for students enrolled in Consumer Homemaking programs;
2. HERO Chapters for students enrolled in Home Economics-Related Occupations programs;
3. FHA/HERO Chapters, which are combinations of the two types of chapters described in 1 and 2 above.

WHY FHA/HERO?

The objective of FHA/HERO is:

> To help youth assume their roles in society through home economics education in the areas of personal growth, family life, vocational preparation, and community involvement.

Its purposes are:

1. To provide opportunities for self-development, for preparation for family and community living, and for employment;
2. To strengthen the function of the family as a basic unit of society;
3. To encourage democracy through cooperative action in the home and community;
4. To encourage individual and group involvement in helping achieve worldwide brotherhood;
5. To institute programs promoting greater understanding between youth and adults;
6. To provide opportunities for decision making and assuming responsibility;
7. To become aware of the multiple roles of men and women in today's society; and
8. To develop interest in home economics, home economics careers, and related occupations.

HOW DOES FHA/HERO BENEFIT STUDENTS?

FHA/HERO helps students to:

- build a better self-concept;
- practice theory learned in home economics;
- make decisions, solve problems;
- understand and relate to others;
- become better citizens;
- become aware of stereotypes and life styles; and
- develop leadership skills.

HOW DOES FHA/HERO BENEFIT SCHOOLS?

FHA/HERO, as a part of home economics, provides for:

- a good relationship between parents, students, and school;
- enthusiasm about school and projects that involve learning experiences;
- decision making processes involving a group of people;
- motivating interest in home economics classes and careers; and
- improved attitudes about other people and their problems.

HOW DOES FHA/HERO BENEFIT COMMUNITIES?

FHA/HERO chapter projects:

- promote better attitudes about the youth of the community;
- provide opportunities and projects for school and community to work in unity;
- promote self-esteem about homemaking and parenting; and
- promote the family as a basic unit, and teach skills that will strengthen families in the community now and in the future.

HOW DOES FHA/HERO RELATE TO HOME ECONOMICS CLASSES?

The main goal is the same for FHA/HERO and home economics. Both aim to improve personal, family, community, and job/career life. The home economics - FHA/HERO combination coordinates learning experiences and practical application.

WHAT ARE THE FHA/HERO ORGANIZATIONAL LEVELS?

The FHA/HERO organization can be compared to a tree. The roots of the organization are in home economics education and Federal vocational legislation. The trunk of the tree is like the National Staff, Executive Council, and Board of Directors. The large boughs are the states, the limbs are the regions, and the leaves are the local chapters. The blossoms are individual students. Refer to Appendix III, page 119 for a tree diagram.

The following is a description of the various levels of the organization. The state, regional, and local components are described more fully in subsequent chapters, as indicated.

National Level: The national organization is composed of members of all the FHA/HERO chapters in all the 50 states, Washington, D.C., Puerto Rico, the Virgin Islands, and Guam. The national level is made up of

1. National Board of Directors
2. National Executive Council (the national FHA/HERO officers elected at national meetings)
3. National Headquarters Staff

The National Staff provides national public relations programs, national publications, and national programs for relating the chapter activities to the home economics education curriculum.

The National Executive Council provides youth input into the decision making processes. Each year the council plans and conducts a National Leadership Conference to develop leadership, elect national officers, and conduct official business.

The National Board of Directors is composed of adult representatives from home economics and business, and five youth representatives.

State Level: The Missouri Association of the Future Homemakers of America is made up of thirteen regions and of local chapters within the regions. The state association is under the guidance of a state adviser employed by the vocational home economics section of the Department of Elementary and Secondary Education. The State Association has a state executive council consisting of state vice-president from each region. The executive council has the basic responsibility of planning and presenting the annual state leadership conference and of promoting FHA/HERO at various functions throughout the year.

Each spring the state leadership conference is held to involve students in FHA/HERO activities and to elect the state president, state first vice-president, national officer candidates (providing Missouri is eligible for such), and national committee member. The date and location of the planned conference is included in the beginning of the school year mailing from the State FHA/HERO adviser. Specific information about the Missouri Association can be found in chapter five of this guide.

Regional Level: There are thirteen regions which comprise the Missouri State Association of FHA/HERO. Each has an elected slate of officers. These officers are assisted by the regional adviser and by the assistant regional advisers, who are home economics instructors at the schools where key officers attend. Each region holds a fall meeting during which leadership training sessions are held. For further information on regional officers, advisers, and their respective responsibilities, see chapter six. A listing of Missouri regions and FHA/HERO chapter schools is included in Appendix II page 69.

Local Level: Chapters are active in schools where organized home economics instruction is offered. A qualified home economics instructor is the adviser.

Chapter two of this guide describes the various components of the local chapter.

CHAPTER II

QUESTIONS AND ANSWERS ABOUT ORGANIZING AN FHA/HERO CHAPTER

Part One: Coordinating FHA/HERO

How does FHA/HERO fit into the student's life?
How is FHA/HERO coordinated into the school program?
    Chapter Diagram I
    Chapter Diagram II
How does the chapter function as a whole?
How are class chapters coordinated?
How can FHA/HERO be introduced to students and parents?

Part Two: The FHA/HERO Community

What is the adviser's role?
What are the adviser's duties in organizing a chapter?
How does the adviser familiarize home economics classes with FHA/HERO?
What is the role of the Home Economics Advisory Committee?
What local offices are needed?
What are local and class officers' responsibilities?
What are chapter election procedures?
Why are committees necessary?
What committees will be necessary?
Who are the members of FHA/HERO?
What is the role of parents in FHA/HERO?
What are the duties of chapter parents?

Part Three: FHA/HERO Procedures

Why are chapter bylaws needed?
How should finances and dues be handled?
What are the tools of FHA/HERO?
How does FHA/HERO let the community know about its program, projects, and activities?

PART ONE: COORDINATING FHA/HERO

HOW DOES FHA/HERO FIT INTO THE STUDENT'S LIFE?

The aim of FHA/HERO is to become an integral part of the member's life-development and education. To fulfill this aim, the chapter sponsors projects and activities that are designed to work towards the community welfare, the family's enhancement and maintenance, and the development of an increasingly effective school - especially home economics - curriculum. FHA/HERO strives for a close association between the student's daily life and the chapter. The information which follows is focused toward the achievement of this goal.

HOW IS FHA/HERO COORDINATED INTO THE SCHOOL PROGRAM?

The successful coordination of FHA/HERO objectives with classroom activities involves planning and organizing.

- Students, parents, and administrators are guided towards understanding how FHA/HERO and the home economics program are related and can be combined and structured as one working unit; and

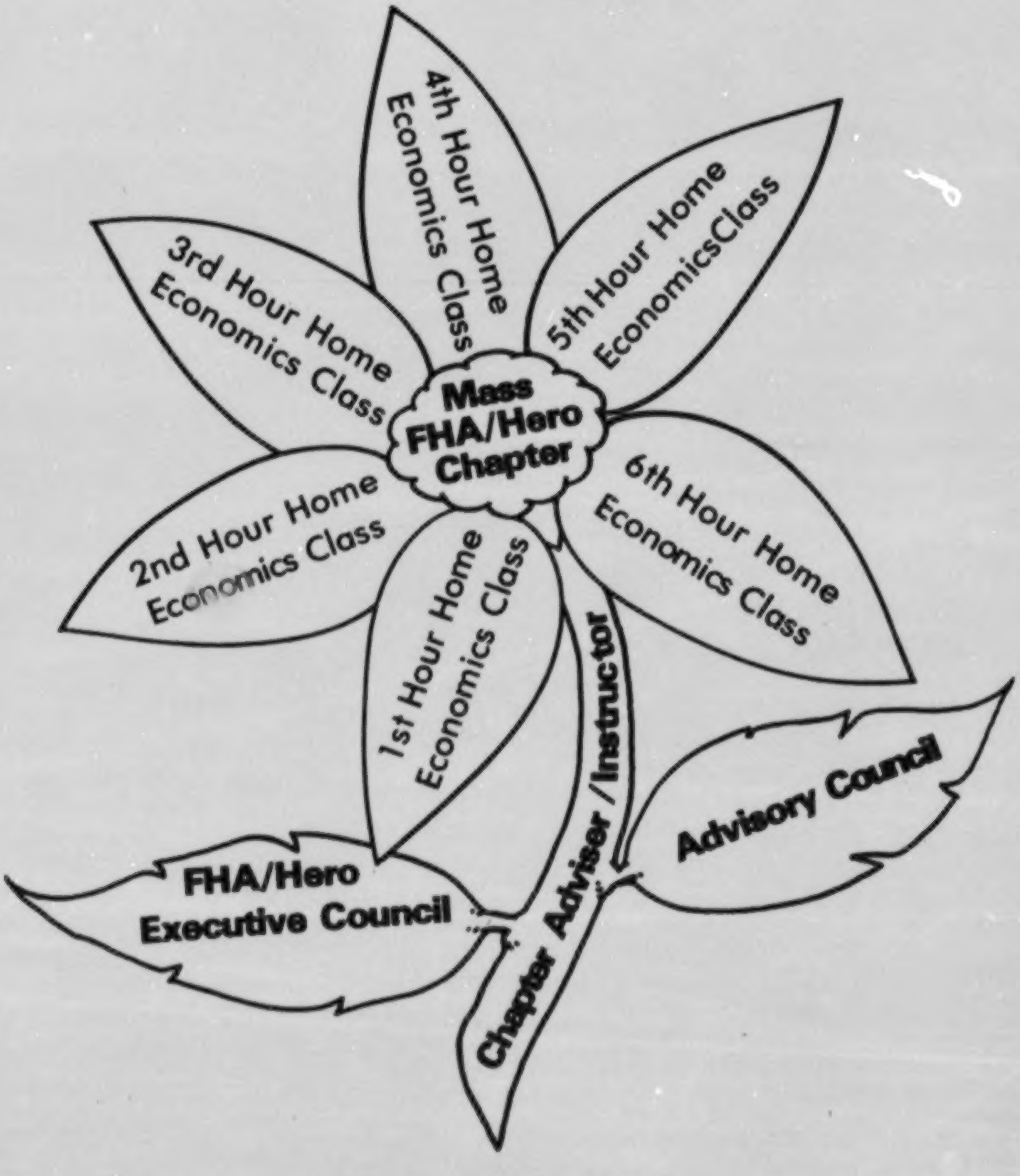
- Students must see how FHA/HERO can benefit classroom learning and can offer the opportunity for personal and group development.

Projects, events, and meetings are planned for times convenient for the adviser, administration, and members. Possible meeting times are before school, after school, or as a part of any class or activity period. It is possible to have a successful chapter which meets entirely during class time. Most integrated FHA/HERO chapter activities will take place inside the classroom. It is important that students be aware of this aspect of the program.

A satellite chapter may be organized for those students who have had a home economics class but are not currently enrolled. These students may wish to meet bi-weekly, or monthly depending upon activity and need. This mini-chapter enables students to remain active and abreast of FHA/HERO - home economics activities. A teacher may choose to have a separate satellite chapter or may simply include students without a home economics class in the mass chapter activities.

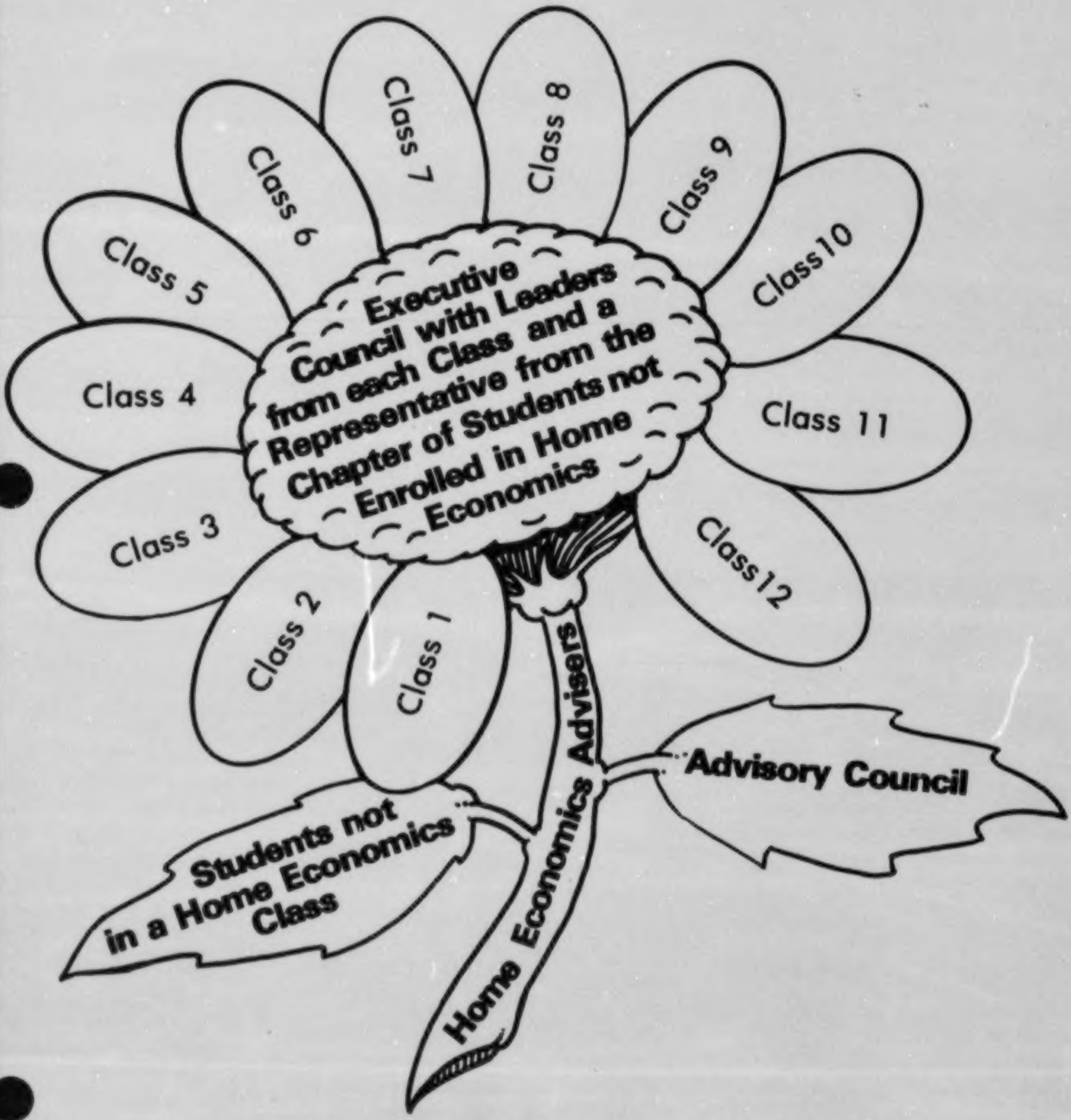
The various alternatives for chapter structure are fully described in the Handbook for Youth-Centered Leadership, published by and available from the national headquarters of Future Homemakers of America.

Chapter Diagram I


4th Hour Home Economics Class
5th Hour Home EconomicsClass
3rd Hour Home Economics Class
Mass FHA/Hero Chapter
2nd Hour Home Economics Class
6th Hour Home Economics Class
1st Hour Home Economics Class
Chapter Adviser /Instructor
Advisory Council
FHA/Hero Executive Council

Chapter Diagram II

Schools with larger membership or more than one home economics instructor may prefer a similar structure, but one which allows more of the major decision making to rest on the executive council.


Class 1
Class 2
Class 3
Class 4
Class 5
Class 6
Class 7
Class 8
Class 9
Class10
Class 11
Class12
Executive Council with Leaders from each Class and a Representative from the Chapter of Students not Enrolled in Home Economics
Home Economics Advisers
Advisory Council
Students not in a Home Economics Class

HOW DOES THE CHAPTER FUNCTION AS A WHOLE?

As is suggested by the flower metaphor, the mini-class chapters and the executive Council fit together to form the mass chapter. The entire FHA/HERO chapter meets regularly. This may occur monthly or quarterly depending upon the chapter needs. The goal is to bring the mini-chapters together to function as a whole, or, remembering the flower, to join all the petals to form the whole.

When planning meetings and working times, it is important to evaluate chapter needs and individual student needs such as time, transportation, and extracurricular responsibilities.

During its meetings, the entire FHA/HERO chapter selects chapter projects, then the entire chapter lists and assigns the tasks which are necessary for the completion of the project. Each class carries out its portion of the project as a learning activity that is part of the class curriculum.

An advantage of including FHA/HERO activities in the curriculum is the flexibility it provides. To explain the possibilities, think again of the entire system as a flower.Each petal is an individual class such as Consumer Education or Interior Design. Each class is a mini-chapter within itself and elects a partial slate of officers. These officers are responsible for the FHA/HERO organization within the class of which they are members.

HOW ARE CLASS CHAPTERS COORDINATED?

Like the petals of a flower, each class will vary in its characteristics. Some classes may have a more active chapter than others. Taking this into consideration, use class time to further total chapter and mini-chapter purposes. If an FHA/HERO mass meeting is planned, for example, a short meeting can be held at the beginning or end of class time to acquaint students with business to be discussed at the general meeting. The class mini-chapters can also use meetings to discuss projects and business that pertain to the specific class. The adviser should evaluate the real need for meetings in order to avoid wasting class time.

Because students become bored and disinterested when meetings are unnecessary, chaotic, or drawn-out, the adviser and/or the officers should design an agenda and, whenever possible, distribute copies to the students. Agendas are helpful for allotting time to appropriate subjects and in assisting participants to follow the program in an original manner. A sample agenda can be found in the Appendix III, page 81. A proposed order of business can be found in Chapter four, page 37.

HOW CAN FHA/HERO BE INTRODUCED TO STUDENTS AND PARENTS?

A helpful tool for imparting information about FHA/HERO is a letter of introduction. It can be sent two to four weeks before school begins to all students and parents of students who have enrolled in home economics classes for the coming school year. The letter should explain the basics of FHA/HERO; explain the leadership development opportunities available by combining FHA/HERO and home economics; and include an invitation to discuss the program with the adviser. A sample letter is included in the Appendix III, page 82.

To further introduce FHA/HERO to parents and students, the letter can be followed by a parent/student activity. This is a good way to promote interest and commitment and does not need to be elaborate or expensive. A simple departmental open house or departmental display is sufficient. FHA/HERO materials should be on display as well as current home economics textbooks and teaching materials. The adviser can combine the two in a display to show how natural the FHA/HERO - home economics combination is and can arrange to have take-home flyers available which explain FHA/HERO. There are several inexpensive explanatory flyers and pamphlets available from national headquarters or a chapter can design its own.

If the adviser is familiar with the community and has a well-established chapter, a larger, more involved activity may be planned, such as a dinner and a program centering on the FHA/HERO - home economics interrelation. Events of this sort are instrumental in creating a close and relaxed feeling between parents, students, and the adviser and, additionally, can enhance participants' feelings of commitment and belonging.

PART TWO: THE FHA/HERO COMMUNITY

As the daisy metaphor suggests, effective FHA/HEROs depend on the cooperation of an adviser and of advisory committee members, officers, committees, members, and parents. Each of these roles is described below.

WHAT IS THE ADVISER'S ROLE?

The adviser, a home economics teacher, performs the following functions:

1. Provides the opportunity for project planning and classroom learning experiences to achieve the purposes and goals of the organization in accordance with the home economics curriculum;

2. Designs a careful step-by-step integration of FHA/HERO programs, informs the administration, students, parents, and community of this design, and assures the understanding of the basic concepts underlying FHA/HERO;

3. Supervises student activities in the light of specific community conditions and needs;

4. Insures that accurate and complete business and financial records are kept;

5. Keeps members informed and educated on local, state, regional, and national policy; encourages students to read available materials from the state and national offices; and

6. Involves students in all levels of the organization.

WHAT ARE THE ADVISER'S DUTIES IN ORGANIZING A CHAPTER?

The adviser performs or supervises the following activities when initiating a new chapter:

1. Contacts the State FHA/HERO Adviser for materials and information needed for starting an FHA/HERO chapter;

   Address: State FHA/HERO Adviser
   Department of Elementary and Secondary Education
   Box 480
   Jefferson City, MO 65102

2. Informs the school administration concerning the importance of the organization, basic structure, time requirements, and financial realities (dues, etc.);

3. Approaches students in home economics classes; stirs up enthusiasm about purposes, values and benefits of the organization; brings in state and regional officers to stimulate interest;

4. Approaches parents by sending out a letter giving purposes, objectives, benefits, etc. A sample letter is included in the Appendix III, page 82. See page 84 of Appendix III for a sample letter for recruiting parent assistance.

5. Uses the Home Economics Advisory Committee for community support and suggested projects (the Home Economics Advisory Committee should serve the total home economics program including FHA/HERO);

6. Plans a general meeting;

7. Develops a set of bylaws for the local chapter (the bylaws must be in agreement with national, state, and regional bylaws; refer to the state's and to other chapters' bylaws for help);

8. Collects dues. In order to use the name, FHA/HERO, national, state, and regional dues must be paid. There may also be a need for local dues;

9. Elects officers according to the need of the chapter (usually nine officers will be sufficient - these are listed later in this section - all of whom are dues-paying members; a nominating committee, qualification forms, screening and secret balloting are beneficial);

10. Contacts the regional president for information in regard to regional activities. Let him/her know that the group wants to be active;

11. Affiliates. Sends state and national dues and the official affiliation form to the state adviser; sends regional dues to regional treasurer; and

12. Forms a resource file for teacher and member use; keeps copies of:

    - Bylaws
    - Teen Times
    - Mailings from the state adviser
    - National publications (especially Handbook for Youth-Centered Leadership)
    - Records of past activities
    - State newsletter, "Show Me Missouri FHA/HERO"
    - Regional correspondence
    - Money making ideas.

HOW DOES THE ADVISER FAMILIARIZE HOME ECONOMICS CLASSES WITH FHA/HERO?

The in-class presentation of FHA/HERO, like other organizational activities, requires careful planning and coordination. After much experience, FHA/HERO advisers have found that a systematic approach, the PLANNING PROCESS described in chapter three, can be as helpful to FHA/HERO classroom curriculum development as it is for the students for whom it is primarily designed.

We suggest that before the class embarks on specific activities and projects, students be given a firm background in FHA/HERO and that they be familiarized with its traditions and "tools." The student who is well at ease with and can make use of these essential "tools" - the ENCOUNTER personal growth program, the step-by-step PLANNING PROCESS guide and the FHA/HERO resource periodical, Teen Times - is then better able to plan and implement subsequent organization activities.

In order to assist advisers in this regard, a two-week introductory unit on FHA/HERO, is included in Appendix III, page 85. Advisers and students can use this material in an individually relevant, flexible manner adding or changing information and activities to fit class needs.

WHAT IS THE ROLE OF THE HOME ECONOMICS ADVISORY COMMITTEE?

The adviser should always be looking for new ideas and resources. The people in the community are a natural resource regarding the needs and expectations of the citizens in the school district. One of the best ways to involve the community and tap its collective experience and expertise is through the Home Economics Advisory Committee.

The advisory committee members should have the opportunity for input into the FHA/HERO program as it relates to the total home economics program. The adviser can subsequently assist students in choosing projects which may develop from suggestions of the advisory committee.

For information regarding the appointment and functioning of the advisory committee write the Home Education section of the Missouri Department of Elementary and Secondary Education for advisory committee brochures.

WHAT LOCAL OFFICES ARE NEEDED?

The state bylaws state that "The officers of the local chapter shall consist of president, vice-president, secretary, treasurer, parliamentarian, and others deemed necessary by the local chapter." Other offices can be: (1) second vice-president, (2) historian, (3) recreational leader, (4) reporter. The advantage of having a larger slate of officers is a wider opportunity for leadership experiences for the students. The slate should also consist of classroom officers.

WHAT ARE THE LOCAL AND CLASS OFFICERS' RESPONSIBILITIES?

The following are the responsibilities of all FHA/HERO officers:

1. To be aware of home economics and FHA/HERO programs and their purposes;
2. To be willing to work with members; and to distribute responsibilities among members;
3. To work closely with the adviser;
4. To attend all meetings, chapter and executive council sessions, and leadership training workshops;

5. To be willing to take extra duties if necessary;

6. To be organized and prepared to report, and to be accountable for their duties;

7. To cooperate with other officers;

8. To be familiar with bylaws;

9. To keep a folder with information relative to the office held, to include in it activities participated in and suggestions for improvement, to pass the folder on each year; and

10. To know and use parliamentary procedure.

The officers of the local chapter are:

President
- presides over chapter and executive council meetings; and
- appoints committees.

First Vice-President
- presides in the absence of the president; and
- is in charge of the local program of action.

Second Vice-President
- works with special chapter projects;
- serves as ENCOUNTER chairperson; and
- is responsible for leading devotions.

Secretary
- keeps a record of the proceedings at all chapter and executive council meetings; and
- attends to chapter correspondence.

Treasurer
- keeps an accurate account of chapter finances;
- chairs fund-raising projects; and
- submits financial reports to the membership at chapter meetings.

Reporter
- gathers news and pictures for the local media, for the regional reporter, for the state newsletter, and for Teen Times.

Parliamentarian
- insures that meetings are conducted in a business-like manner;
- periodically reviews the local bylaws; and
- chairs the bylaws committee at regular meetings and when bylaws revisions are necessary.

Historian
- compiles the chapter scrapbook and keeps it current.

Recreation Leader

- plans for and organizes group singing and other such activities at group meetings.

In a class chapter, specific offices and officer duties are established to fit individual class needs. Most often designated are a class chair, who leads the class in planning projects according to the PLANNING PROCESS guidelines, and a class chapter representative, who attends mass executive council meetings and relays information back to the sponsoring class. Other offices are added as needed. Class chapters often discover that having officers in each class helps create continuity and unity between the class and the larger chapter.

WHAT ARE CHAPTER ELECTION PROCEDURES?

The success of a FHA/HERO program depends highly on its good officers. It is wise to elect local officers in the spring prior to their full term. The following steps are suggested for an election procedure:

1. Establish qualifications for nominees;

2. Check with administration for any school rules concerning grade requirements for officers;

3. Identify officers candidates by one of the three methods listed below or by any combination of these:

    - Nominations from the floor

    - Nominations by committee

    - Sign-up list. This can insure that the nominees are sincerely interested in the office. It also eliminates the popularity contest atmosphere that all too often accompanies elections;

4. Require that all nominees be willing to devote ample time to the office and be given full support by their parents. Parents should sign the qualification form;

5. Ask that nominees fill out a qualification form. Forms might require teacher recommendations. Senior FHA/HERO officers and/or members can review qualifications;

6. Request that all candidates give a two-minute speech and answer impromptu questions about FHA/HERO or the office they are seeking. Senior FHA/HERO officers and/or members can ask the question;

7. Limit the number of offices for which one member may run (for example, rule that one member may run for two offices, but hold only one office);

8. Use secret ballots;

9. Follow parliamentary procedures for elections;

10. Keep a tabulation of the votes.

Refer to regional, state, and national bylaws for election procedures for those levels.

WHY ARE COMMITTEES NECESSARY?

Active committees are at the hub of many successful FHA/HERO activites. They are appointed early in the school year by the president or adviser, or they volunteer, to implement the decisions reached during the PLANNING PROCESS. Often, they carry out portions of projects that do not relate to classroom work.

At their most effective level, committees meet and work independently but are supervised and supported by the chapter president and the adviser. And at its best, too, committee work can be instrumental in developing responsibility and leadership traits in the student members.

WHAT COMMITTEES WILL BE NECESSARY?

The following includes four possible and very useful committees and their duties:

I. Program Committee

   1. Contacts speakers;

   2. Plans and arranges activities that are appropriate to the Program of Action (see chapter four);

   3. Keeps a reference resource file of programs, speakers, films, etc.; and

   4. Works closely with the adviser and executive council.

II. Membership Committee

   1. Plans activities, posters, and events to promote enthusiasm;

   2. Arranges for a person in each home economics class and lunchroom to collect dues; and

   3. Makes the membership drive during the second semester a well-noticed activity.

III. Finance Committee

   1. Works with treasurer to project a budget; and

2. Develops methods of fund raising that make use of home economics skills.

IV. Public Relations

1. Makes the community and school aware of FHA/HERO and the FHA/HERO contention that "Everyone is a Homemaker;"

2. Gets newsworthy articles to the newspaper; and

3. Contacts television and radio stations for spots and public service announcements about FHA/HERO, especially during National FHA/HERO Week.

WHO ARE THE MEMBERS OF FHA/HERO?

Active Members:

Any student who is taking or has taken a course in home economics and/or home economics related occupations through grade twelve is eligible for active membership. As an active member, a student can:

- hold office,
- make motions, and
- vote.

Members' responsibilities include:

- participating in the activities of the chapter, and
- paying dues.

Honorary Members:

Honorary members are identified on the state, regional, and chapter level in accordance with the state bylaws. They are individuals whose professional responsibilities are not directly related to the Future Homemakers of America and who have:

- made outstanding contributions to the organization in the community; and/or
- are giving continuing service to the state or national organization by advancing its purposes.

WHAT IS THE ROLE OF PARENTS IN FHA/HERO?

As has been emphasized previously, FHA/HERO strives to "strengthen the function of the family." Important as this goal is, it cannot be accomplished by the organization or the adviser alone. The active participation of the family itself is essential; parents are vital cogs in the working of FHA/HERO. Without their cooperation and support the organization cannot meet its full potential. Specifically, the role of parents in FHA/HERO is:

- To support and participate in the family-related projects that their FHA/HERO member identifies during ENCOUNTER programs or during the PLANNING PROCESS;

- To encourage and assist their FHA/HERO member in fulfilling other FHA/HERO projects;

- To further FHA/HERO goals and programs in the community, both in word and deed; and

- To volunteer and participate as a chapter parent.

Managing a sucessfully integrated FHA/HERO - Home Economics chapter requires use of all available resources. One of the greatest resources is parents. The adviser should strive to involve most of the students' parents at one time or another. It can be a great advantage to have several parents who are specifically designated as chapter parents. These should be interested and enthusiastic participants.

WHAT ARE THE DUTIES OF CHAPTER PARENTS?

- Be present at fund-raising activities to help supervise;
- Help chaperone chapter activities;
- Aid in transportation of students to special activities if necessary;
- Help with any other activity which requires adult supervision.

Be sure to thank chapter parents for their help and support. Parents, like the rest of us, like to know when they have done a good job.

Parents can be recruited by mail - a sample request letter is included in Appendix III, page 84 - or can be nominated and/or elected during chapter meetings. In this last instance, parents should subsequently be contacted in person or by telephone, informed of their nomination, and asked to participate in this capacity. Duties and expectations should, of course, be explained at this time.

PART THREE: FHA/HERO PROCEDURES

WHY ARE CHAPTER BYLAWS NEEDED?

Like other organizations which serve the public, FHA/HERO has established a set of directives, or policies, called bylaws which designate its purpose, regulate its activities, and describe its members and leadership. Similarly, the local chapter should develop comprehensive bylaws to direct its own operations. These can facilitate planning and help avoid misunderstandings or misinterpretations on the policy level.

Effective bylaws contain:

- Organizational definition and general policies,
  including name, goal, purposes, sponsor;
- Governing body regulations,
  including offices, nomination and election procedures, and duties and responsibilities;
- Membership regulations,
  including conditions for membership, duties, and responsibilities;
- Procedural regulations,
  including dues and disbursements, meeting times, and procedures for amending bylaws;
- Organization emblems,
  including motto, flower, colors, and creed;
- Amendments.

HOW SHOULD FINANCES AND DUES BE HANDLED?

Active FHA/HERO members are required to pay dues. The local dues are determined by the local organization. Regional, state, and national dues are determined by the decision making bodies at each level.

Conversely, a dues-paying member is considered an active member. A dues-paying member is eligible to run for local, state, and national offices and is eligible for extra-curricular activities planned by the local chapter.

Basically, there are three methods by which dues can be paid:

- Students are held responsible for their own dues;
- Individual class chapters conduct money-making projects to raise funds for chapter dues; or
- The entire chapter sponsors an activity to raise funds for regional, state, or national dues.

Money-making projects can be designed to serve, additionally, as learning and reinforcement tools. Following a class unit such as mending, for example, the class may decide to take in mending projects for the community. The small fee charged can go towards paying dues. A listing of suggested projects, many of which can be modified for fund raising purposes, is included on pages 141 to 149 of Appendix IV.

Dues are necessary for the operation of the chapter, region, state, and national organization. The national dues are used to develop and produce new materials for all chapters and advisers, finance national officers' expenses, provide chapters with membership cards, produce Teen Times magazine and other national publications; conduct FHA/HERO business, and promote the organization.

The state dues are used for financing state officers' expenses; conducting FHA/HERO business, promoting FHA/HERO throughout the state, and for financing the state FHA/HERO scholarship and the state newsletter, "Show Me Missouri FHA/HERO."

The regional dues are used for operating the region on a yearly basis. The dues help provide leadership training sessions and regional meetings. Local dues are used for local projects and operation.

The dues-paying chapter is said to be "affiliated," and, upon affiliation, receives the following benefits:

- acquires membership and membership cards;
- is eligible for candidacy for regional, state, and national office;
- votes at the regional, state and National level;
- may attend state conference; and
- receives Teen Times.

FHA/HERO is a not-for-profit organization. The ideal situation is an equal balance between expenses and funds raised. The treasurer and an appointed committee should project the yearly expenses and find suitable methods of earning the money, and the chapter have the final vote on the earning activities.

WHAT ARE THE "TOOLS" OF FHA/HERO?

In order to develop the individual qualities and the planning skills necessary for the successful implementation of FHA/HERO purposes, the organization offers three important procedural "tools," or systematic methods of meeting goals:

- The ENCOUNTER program
- The PLANNING PROCESS
- Teen Times

The first "tool," the ENCOUNTER program, is designed as a voluntary, individual means of making positive, growth-directed life changes. When engaging in ENCOUNTER, students can pursue a personal interest or can work towards extending chapter goals and projects.

The second "tool," the PLANNING PROCESS, is a step-by-step approach to decision making which encourages creative thinking and the evaluation of options. Both the PLANNING PROCESS and ENCOUNTER are described more fully in chapter three and a teaching plan for presenting both tools to students is included in Appendix III, page 98.

Another useful tool for students and advisers is Teen Times, the Future Homemakers of America magazine, issued by the organization three times a year. It features informative articles and highlights the activities of FHA/HERO chapters and members. Teen Times can serve as a treasure-trove of ideas for exciting programs.

HOW DOES FHA/HERO LET THE COMMUNITY KNOW ABOUT ITS PROGRAM, PROJECTS, AND ACTIVITIES?

As the national organization suggests, the sky's the limit when it comes to letting the community know about FHA/HERO. Some techniques by which the adviser, the publicity committee, and members can reach wide audiences are:

- newspaper articles,
- radio and television shows and public service "spots,"
- brochures,
- bulletin boards,
- banners,
- slide shows,
- seminars, and even
- blimps, and
- sky-writing!!

Of course, the last two are a bit extreme but they emphasize the importance of a creative approach to advertising the good things FHA/HERO members do. Sometimes we forget how newsworthy the activities of responsible, public-spirited young people really are and do not make sufficient use of the available media. Again, Youth Centered Leadership, the FHA/HERO national handbook, can provide information on exactly how to prepare news releases and develop press and other media contacts.

CHAPTER III

QUESTIONS AND ANSWERS ABOUT FHA/HERO "TOOLS"

What is the PLANNING PROCESS?
How can the PLANNING PROCESS be used?
How can the PLANNING PROCESS be used for individual projects?
What is the purpose of ENCOUNTER?
How can ENCOUNTER projects be evaluated?
What are the symbols of ENCOUNTER achievement?
How can Teen Times be used in project and program planning?

WHAT IS THE PLANNING PROCESS?

Having a systematized approach to planning can make it easier for any of us to organize and carry out a plan. For FHA/HERO members and for chapters, using a PLANNING PROCESS is particularly helpful in accomplishing personal and large group activities. It aids, too in chapter management and in selecting and carrying out projects that fit the ever-changing needs and concerns of members.

The PLANNING PROCESS:

- shows ways of setting, planning for, and reaching goals; and
- channels chapter interests and actions toward in-depth projects.

All chapters can benefit from using the PLANNING PROCESS whether they are large, small, urban, rural, or FHA, HERO, or combined FHA/HERO chapters. A simple, efficient technique for probing concerns, making decisions and reaching goals, the PLANNING PROCESS guides members in setting up and running a chapter, as well as in planning specific group or individual projects.

For advisers, it provides a way of relating the curriculum to chapter action. Together, students and teachers can use the process to identify group or personal concerns and carry out projects related to chapter, school, individual, family, community, job/career, and life concerns.

There are five steps to the PLANNING PROCESS, each represented graphically by a symbol. These are described below as they are put into action for group purposes. But, remember, the PLANNING PROCESS is not used only for chapter action; in individual ENCOUNTER projects, the process helps the individual determine and accomplish personal priorities.

◎ **Identify concerns**

Either chapter members already know what concerns they want to tackle or they are still thinking about what they want to do. Concerns could include improving the school's cafeteria, publicizing FHA/HERO Week, helping the elderly or handicapped, learning to use a specific job skill, improving the environment, or serving the community in some other way.

One way to identify chapter interests and concerns is through brainstorming. This method of generating ideas involves the entire group in a relatively unstructured exchange of ideas. Members are asked to come up with ideas about the identified topic.

These guidelines for brainstorming encourage full member participation and stimulates new and creative approaches:

1. List every idea.
2. Don't discuss.
3. Don't judge.

4. Allow repetitions; they're okay.

5. Enjoy your silences.

For teaching techniques to familiarize members with brainstorming and to develop the necessary communication skills, refer to Appendix III, page 99.

Record everyone's ideas, then look over the list and consider:

- which ideas work best as in-depth projects;
- which ideas interest the most members (there could be several projects being worked on at the same time);
- which ideas need immediate attention and which could be saved for a later time.

Once concerns are identified, select those that are most workable and can be related to at least one of the organization's purposes.

Set a goal

Establish a clear mental picture of what is to be accomplished - the chapter's goal. Make sure it is something that can be achieved and evaluated. A chapter may want to take on one in-depth project, several mini-activities or use the planning process to conduct chapter business.

Form a plan

Decide what needs to be done. Figure out the who, what, where, when, and how.

- WHO - consider who will do what and how will they be recognized;
- WHAT - identify the activities;
- WHEN - determine a realistic timetable;
- WHERE - consider whether the activity is in-class or out-of-class and its location;
- HOW - consider possible barriers and alternate plans;
- COST - consider the amount of money required;
- RESOURCES - identify the people, products, places;
- EVALUATION - decide how the project will be evaluated.

To keep members well informed, distribute copies of the completed project plan and suggest members share it with their parents. Also keep faculty, school administrators, local media and interested people in the community aware of the chapter's activities.

Act

Carry out the plan. Use available resources and don't be afraid to try something new. Evaluate along the way. If the plan isn't working, try something else. Mistakes are part of tackling the unknown, of trying something new.

Follow up

Through continuous evaluation, chapter members will know if their plan is on target or if new plans are needed. What worked? What didn't work? Learn from failures as well as successes.

Look back at what was done -

- What was learned?
- What would members do differently next time?
- What would they do again?
- What happened because of chapter involvement?
- How could resources be used more effectively?
- What was accomplished?
- What plans can be made for incorporating new learning in future plans?

If the project doesn't succeed, dicussing the problems can help relieve frustrations and pave the way for more successful activities.

HOW CAN THE PLANNING PROCESS BE USED?

Generally speaking, successful chapter and individual projects:

- relate to the home economics curriculum and contribute to the educational growth of the students;
- extend classroom learning and encourage student involvement;
- encourage individual responsibility and creativity;
- reflect the abilities of the members;
- meet members, school or community needs;
- broaden students' interests and knowledge in a particular area;
- are completed in a time frame short enough for students to see results;
- contribute to the students' emotional and social growth; and
- help the chapter achieve its goals and objectives.

For example, an in-depth project for an intermediate Foods and Nutrition class might use the PLANNING PROCESS in this way:

Identify concerns

Brainstorm:
    Nutritious desserts
    Diet foods
    Nutrition for the elderly
    Healthy baby foods
    Convenience foods
    Foods for invalids
    Balanced meals on a budget

Narrow the concerns and explore resources:

- Nutritious desserts
  - school lunchroom
  - family meals
- Diet foods
  - weight watching organizations
  - local physicians
  - county Health Department
- Nutrition for the elderly
  - local retirement home
  - government programs
- Healthy baby foods
  - canned food companies
  - local mothers who make their own baby food
- Convenience foods
  - local drive-in
  - nutrition value of chain food operations

Set your goal

Identify the main concern:

To include nourishing desserts in the school lunchroom menu.

Identify the activity:

To prepare a nutritious dessert that will be served on the school lunch lines.

Form a plan

Research cookbooks for recipes which contain high nutritious value and can be prepared from available lunchroom supplies.

Discuss times when ovens can be used, amount of food needed, special utensils needed. Choose a date.

Plan duties for individual students.

Plan a schedule for production of the dessert.

Make posters to be placed in the lunchroom which list the nutritional value of the dessert.

Act

Choose a recipe and prepare the dessert according to the schedule and work plan.

Prepare and hang posters.

Help serve the dessert and judge student reaction.

Follow up

Discuss the popularity of the dessert, cost, time in preparation, and how the project could be improved if repeated in future years. Use the Evaluation Form included in Appendix III, page 127.

HOW CAN THE PLANNING PROCESS BE USED FOR INDIVIDUAL PROJECTS?

The same planning process a chapter uses for group projects and chapter governance decisions can guide individuals in setting and reaching personal goals.

Using the PLANNING PROCESS to work through meaningful individual projects can help members:

- discover more about themselves - what is important to them;
- accomplish a specific task;
- become more involved in family, school, and community life;
- broaden their understanding of their relationships with others;
- give added support to chapter activities;
- discover new opportunities; and
- prepare for adulthood.

Using the PLANNING PROCESS, members can make their own decisions about starting projects, setting personal goals, determining realistic time commitments, planning methods of working, measuring accomplishments and expressing results.

The FHA/HERO ENCOUNTER program offers the member an opportunity to accomplish the above. It is a tool with which to explore their own needs and potential and get to know more about themselves and FHA/HERO, about family, school, community, and about their goals and ambitions for adulthood. More about ENCOUNTER follows.

WHAT IS THE PURPOSE OF ENCOUNTER?

ENCOUNTER challenges students to become concerned about and involved in issues which affect their lives on many levels. Through ENCOUNTER, students are able to plan and carry out projects which aid the specific person in some area of growth.

ENCOUNTER is a personalized experience. The member plans, carries out, and analyzes projects which are self-designed and which meet specific personal needs. Like group projects, ENCOUNTER projects use the PLANNING PROCESS to organize and carry out the targeted activities.

The Three Types of ENCOUNTER

I. ENCOUNTER knowing myself and FHA/HERO.

II. ENCOUNTER toward involvement in family, school, and community.

III. ENCOUNTER toward preparation for adulthood.

ENCOUNTER Toward Knowing Myself And FHA/HERO

This level of ENCOUNTER can be a very personal experience for a student. It can aid students in improving their appearance, breaking bad habits, becoming more knowledgeable in areas which may interest them, or exploring their feelings on issues of concern. This level of ENCOUNTER can fit nicely into units on grooming, personal interests, and values and morals.

The adviser can encourage students to explore new areas of interest or to focus at greater depth on issues first approached in the classroom.

Individual students use the PLANNING PROCESS to plan and complete an ENCOUNTER project. The adviser should offer constructive advice and be available to offer assistance in problem areas.

ENCOUNTER Toward Involvement In Family, School, And Community Life

ENCOUNTER encourages members' involvement in the larger community and supports their participation and contribution.

The family:

> The adviser should have a basic knowledge of the family background of the students and should encourage ENCOUNTER projects which will benefit the family as a whole.
>
> Projects may develop from Family Relations, Child Development, Foods and Nutrition, or other classes. Because ENCOUNTER projects are a personal extention of the individual, they should result from such classroom exploration or from personal need.

The school:

> ENCOUNTER projects are an excellent way to promote school spirit. Again, remember they must be of a need unique to the individual involved. However, the projects may involve a number of people in the school.
>
> The school-related projects can develop from classroom work as well as from individual needs and concerns. Be sure to obtain approval from the administration for projects that concern the school.

The community:

> Community projects are easy to develop because there are many groups and individuals that need help. Use resources such as retirement centers, rest homes, community clubs, senior citizens organizations, and churches.

ENCOUNTER Toward Preparation For Adulthood

This type of ENCOUNTER helps individuals to explore possibilities for the future. Students can use ENCOUNTER to help plan a future event, such as college, work preparation, or marriage.

Encourage students to examine possible adult lifestyles. Projects should help students mature emotionally and intellectually.

ENCOUNTER Toward Preparation for Adulthood is perhaps the most consequential type of ENCOUNTER. It challenges students to become aware of the potential they possess and indicates ways it may be usefully expressed.

HOW CAN ENCOUNTER PROJECTS BE EVALUATED?

Evaluation is not solely a looking-back event at the end of a project but, rather, a carefully thought-out procedure which, at its most effective use, begins early in the PLANNING PROCESS. The very wording of the good project goal is designed to facilitate evaluation; it will allow the goal to be examined, and the success or failure of the undertaking to be measured later. If the goal statement is clear, measurable, and very specific as to the desired results, then the students will have no difficulty deciding whether or not they accomplished what they had hoped.

Notice the difference, for example, between a personal ENCOUNTER goal which works towards "looking better" and one which focuses more on "losing seven pounds, choosing a new hair-style, and planning a wardrobe." In the first instance, failure is almost inevitable because the measures which would determine success are so vague. In the second, the student is more easily able to measure progress.

But - and this is a very important but - in ENCOUNTER, as in any learning act, growth can occur even when focus goals aren't met. Close analysis of what was accomplished and what learning took place can reveal many otherwise overlooked successes. A helpful tool to assist the student in this regard is the Sample Evaluation Form in Appendix III, page 127.

WHAT ARE THE SYMBOLS OF ENCOUNTER ACHIEVEMENT?

The local FHA/HERO chapter may wish to recognize members who have completed ENCOUNTER projects. The adviser can help students organize an ENCOUNTER committee to design an ENCOUNTER program which meets the needs of the local chapter. The chapter can also set ground rules for receiving ENCOUNTER symbols.

ENCOUNTER symbols may be ordered from:

Balfour Supply Service
11722 Parklawn Drive
Rockville, Maryland 20852

For more information or ENCOUNTER symbols see chapter six, page 54.

HOW CAN TEEN TIMES BE USED IN PROJECT AND PROGRAM PLANNING?

Teen Times is published by FHA/HERO three times a year. The FHA/HERO Chapter will receive one copy for every five affiliated members.

Teen Times concentrates on projects and national happenings occurring in FHA/HERO chapters. Teen Times can be used to plan programs. It offers current information on issues pertinent to local, state, and national chapter concerns. In the past, Teen Times has covered many interesting areas such as "Who is the Homemaker?" "Having Healthy Babies," "Leadership," and "Teenage Parenting."

It is a good idea for all chapter officers to subscribe to Teen Times. By reading Teen Times, the officers gain more knowledge on national FHA/HERO affairs. It is also a good way to grow and to prepare for regional, state, and national offices.

The adviser may find it helpful to conduct a unit on specific issues of Teen Times. A short one or two day unit may act as an enjoyable break from classroom studies. It can also give students more knowledge of FHA/HERO and boost local chapter enthusiasm.

Have Teen Times on hand to give to students who finish classroom work early. Reading it this way is a good use of time and helps students think of new FHA/HERO chapter projects.

Teen Times can be used to make mobiles, bulletin boards, and posters. Headings can also be cut from Teen Times to motivate classroom discussion.

The editor of Teen Times needs articles which describe projects chapters have completed. Take pictures to show the project as it unfolds. FHA/HERO members everywhere want to know what other chapters are doing.

Teen Times address:

TEEN TIMES Editor
Future Homemakers of America
National Headquarters and Leadership Center
1910 Association Drive
Reston, Virginia 22091

CHAPTER IV

QUESTIONS AND ANSWERS ABOUT PLANNING A PROGRAM OF ACTION

What is a Program of Action?
How can a Program of Action be planned?
How can a Program of Action be evaluated?
How should business meetings be conducted?
Recognizing achievement: What is National FHA/HERO Week?
How are FHA/HERO Scholarships awarded?
What is the Merit Chapter Award?

WHAT IS A PROGRAM OF ACTION?

The Program of Action is a yearly plan of chapter activities. It can be:

1. One in-depth project;
2. One in-depth project with one or two subordinate projects; or
3. A series of projects for each month.

Regardless of which form is chosen, the Program of Action should enhance the goals and purposes of the organization. It should be beneficial to all those involved.

HOW CAN A PROGRAM OF ACTION BE PLANNED?

A. Use the PLANNING PROCESS to develop projects

◎ **Identify concerns**

- a. Discuss the issues among members as they relate to specific individual, family, job/career, or community concerns.

⬆ **Set a goal**

- a. Determine what you want to accomplish through the projects and programs based on your concerns.

◻ **Form a plan**

- a. Identify and explore resources;
- b. Brainstorm for project ideas;
- c. Decide on program and projects.
- d. How? Form a plan for carrying out the program.
- e. What? Analyze resources to determine possible ways to carry out projects.
- f. Who? Determine whom you plan to involve and what other participants' roles will be.
- g. When? Determine steps to be taken and dates to accomplish the program.
- h. Develop a plan for measuring what is accomplished.

Act

a. Get members involved.

b. Carry out the activities previously identified.

Follow up

a. Determine if your goal was met.

b. List ways you would improve your project or planning for future reference.

c. Share and publicize your efforts with others. Use word-of-mouth promotion, school announcements, poster displays, newspaper, radio, and television advertisements, and other publicity activities.

B. Initial planning is sometimes a responsibility of the executive council. If this is the case, give the chapter time to review the proposed program and allow for input and participation.

C. Review the guides and suggestions of national and state offices.

D. Review what has been accomplished in the past. How effective were the past programs?

E. Ask resource people in the community and the advisory committee for suggestions.

F. Check that the suggested projects are in agreement with the goals and purposes of the organization.

G. Plan for wide-spread publicity. Let people know what the FHA/HERO youth are doing.

A sample Program of Action is given below. In order to produce a body of suggestions from which to draw, students can be asked to list areas of concern. Divided into groups, they can brainstorm on the subject of "Castles to Build," concerns for the future. Each group can present its "Castle" and then all the members can decide on one large "Castle" for the chapter. With the help of the members, the officers then work with the chosen area of concern when planning programs.

Sample Program of Action

August (Before school starts)

- The executive council meets to evaluate the past year. It discusses needed improvements.
- Members brainstorm to identify concerns and choose possible projects and programs.

- They decide on one major concern and two secondary concerns.
  Example: Major concern -
  The Child
  Secondary Concerns -
  1. Women's Concerns
  2. The Elderly
- They decide on monthly programs and designate an officer to chair each month's program committee.

September

- Executive council meeting early in month.
- Regular meeting (Presentation of yearly plans by executive council).
- Evening meeting (Speaker: Gynecologist on "Teenage Pregnancy").

October

- Executive council meeting early in month.
- Regular meeting (Film and presentation on family planning by social service agency).
- New Year Party to celebrate beginning of school year.
- Membership drive (including poster-making activity).
- Student body assembly (Initiation of new members).

November

- Executive council meeting early in month.
- Regular meeting (Presentation by crisis center personnel on "Violence against Women.").
- Yearly nursing home visit by members.
- Fund-raising activity (Home economics classes make and sell Christmas gifts).

December

- Executive council meeting early in month.
- Regular meeting (Speaker: Physician or Alcoholics Anonymous representative on "The effects of alcohol on unborn and young children").
- Christmas Party for Kindergarten.
- Fund-raising activity (Members cater and serve community banquet).

January

- Executive council meeting early in month.
- Regular meeting (Leadership Workshop for all members led by state officers to promote enthusiasm for elections).

February

- Executive council meeting early in month.
- Regular meeting (Film and presentation on child abuse by County Council and State Staff on Child Abuse).

- Awareness campaign on child abuse (includes poster contest and faculty familiarization program).
- Nursing home visit on Valentine's Day.

March

- Executive council meets early in month to organize nomination procedures.
- Regular meeting time (Program on cancer in children and on its effect on the family).

April

- Executive council meets early in month.
- Regular meeting time (Election of officers and presentation on "Displaced Homemakers" by local New Directions group).
- Closing-of-school-year activities planning.

May

- Executive council meets early in month.
- Regular meeting (Potluck supper and Honors Night installation of new officers.)

This calendar shows how the Program of Action is implemented throughout the year. A number of classroom activities and learning experiences can be added to further integrate the Program of Action into the classroom. There are other officer workshops and regional activities that are not shown in the calendar above.

HOW CAN A PROGRAM OF ACTION BE EVALUATED?

When the PLANNING PROCESS has been used to design and implement a Program of Action, evaluation by members, adviser, and advisory committee members becomes a relatively simple and productive procedure. The following questions can be used to further evaluate the Program of Action at the end of the year.

1. What did chapter members gain from the year's programs and projects?
2. Did the Program of Action meet the intended objectives?
3. Was the promotion of the Program of Action effective?
4. Did the projects meet the concerns and interests of the chapter members?
5. How were the chapter members involved?
6. What comments were made by chapter members indicating their attitudes about the projects and programs?
7. How did the activities of the chapter projects and classroom experiences work together to make the program meaningful?
8. How can next year's program be strengthened by this year's experience?

A sample of a more detailed evaluation form is included in the Appendix III, page 127.

HOW SHOULD BUSINESS MEETINGS BE CONDUCTED?

Orderly, productive business meetings depend for their success on sufficient preparation by the officiating members, on a systematic way of handling the events of the meeting itself, and on efficient and courteous management by officers. Establishing an order of business (or an agenda) for each meeting and following parliamentary procedures, as described below, will result in meetings that get the job done and are enjoyable for members.

1. Proposed order of business
    - a. Calling of the meeting to order.
    - b. FHA/HERO opening ceremony.
    - c. Roll call
    - d. Thought for the day.
    - e. Reports of the officers:
        - (1) President
        - (2) Secretary
        - (3) Treasurer
        - (4) Others
    - f. Standing committee reports.
    - g. Special committee reports.
    - h. Unfinished business.
    - i. New business.
    - j. Program.
    - k. Announcements
    - l. Adjournment and FHA/HERO closing ceremony.
2. Guidelines for correct parliamentary procedure: *
    - a. Every main motion must pass through three stages:
        - (1) Securing the floor.
            - (a) Member rises.

*** Adapted from Florida Handbook for Advisors of FHA/HERO, 1978. Patricia Trippe, State Vice-President of Recreation, 1977-78.**

    - (b) Member addresses Chair.
    - (c) Chair recognizes member.
  - (2) Introducing business.
    - (a) Member makes motion stating, "I move...."
    - (b) Another member seconds the motion.
    - (c) Chair states the motion.
    - (d) Motion is debated, amended, or postponed.
  - (3) Stating the question.
    - (a) Chair asks the affirmative vote.
    - (b) Chair asks the negative vote.
    - (c) Chair announces the results.

b. A motion is not in order unless it is made by someone who has properly secured the floor.

c. A motion can be debated only after it has been seconded by some member and stated by the Chair.

d. A motion needs a second simply to indicate that more than one person wishes to consider the subject.

e. Before making a motion, the proposing member should think it through carefully, then state it simply and directly.

f. The vote is not complete until the result has been announced by the Chair.

g. Motions can be divided into two classes: Main Motions and Secondary Motions.

h. The use of the following terms will facilitate proceedings.

  1) To Make a Main Motion - To bring original business before the assembly

  2) To Amend - To modify a question that is before the assembly

  3) To Amend the Motion - To add to, substitute, or subtract from a motion that someone else has made.

  4) To Make a Point of Order - To correct a breach of order or an error in procedure.

5) To Ask for a Point of Information - To ask the presiding officer for clarification if issues become obscure or involved.

6) To Close the Previous Question - To suppress debate and bring the assembly to a vote.

7) To Second a Motion - To seek and obtain a supporting vote in order to insure that a proposal has the backing of more than one person.

8) To adjourn - To bring a meeting to a close.

3. Suggestions for proper meeting management.

The presiding officer:

a. Insures the preparation of an agenda.

b. Does not express personal opinions while chairing a meeting.

c. Maintains control over the procedures; establishes an orderly, courteous atmosphere; and uses gavel to call the meeting to order, to maintain order and to call for adjournment.

d. Refers to self as "the Chair", never as I.

e. Takes the vote on all appropriate questions and announces results.

RECOGNIZING ACHIEVEMENT: WHAT IS NATIONAL FHA/HERO WEEK?

National FHA/HERO Week is celebrated throughout the nation in conjunction with National Vocational Education Week. During that week, FHA/HERO chapters make a major effort to promote public awareness of vocational organizations. The National FHA/HERO office and Teen Times are sources of activities and ideas for this event.

Some suggested activities include:

1. Make announcements daily over the school intercom system related to one of the purposes of FHA/HERO.
2. Display banners and posters.
3. Arrange for a radio or television spot announcement. Many stations will provide free time for public service announcements.
4. Display visuals in local stores and libraries about projects of the organization.
5. Give a program for a civic organization.
6. Have "good nutrition breaks" between classes.

7. Write letters to legislators about targeted FHA/HERO concerns.

8. Put up bulletin boards throughout the school giving facts about FHA/HERO.

9. Provide teachers with tokens of appreciation, such as an apple each.

The following action plan for FHA/HERO week is a suggestion of the National Headquarters of FHA/HERO:

Identify concerns

- Decide whom you want to recognize during National FHA/HERO Week; decide on an approach to this recognition.

Set a goal

- List community groups and individuals and decide how you want to recognize or involve them in your celebration.

  Individuals
  - Family
  - Neighbors
  - Co-workers
  - Employers
  - Teachers
  - Friends

  School Personnel
  - School Board
  - Administrators
  - Guidance Counselors
  - Home Economics Students
  - Secretaries
  - Custodians
  - Food Service Workers
  - Advisory Board
  - Alumni

  Community Representatives
  - Service Clubs
  - Professional Organizations
  - Local Business and Industry
  - Youth Groups
  - Labor Unions
  - Mayor or City Manager
  - Church Groups

Form a plan

- Appoint committees to organize your activity. You can separate into committees, each responsible for managing the recognition activities for one of the persons or groups you have chosen to recognize, or organize into the following committees:
    - Photos
    - News Articles
    - Radio Spots
    - Party (food, decorations/name tags, invitations)
    - Posters, bulletin boards displays
    - Individual, school, and community visits.
- Plan out time, budget, and future committee meetings. Decide WHO, WHAT, WHERE, WHEN, and HOW.

Act (on plan)

Follow up

- Evaluate: Did you have successes? Failures? Did you write thank-you notes?
- Leave your chapter with a list of "hints" for the next year's National FHA/HERO week celebration.

HOW ARE FHA/HERO SCHOLARSHIPS AWARDED?

Following are the policies for the Missouri Association of Future Homemakers of America Scholarship Program. One application is sent annually to each school in the FHA/HERO beginning-of-the-school-year mailing.

I. Purposes:

1. To develop interest in home economics, home economics careers, and related occupations.
2. To give financial aid to worthy home economics students who have been active in FHA/HERO.

II. Scholarship Plan:

The Missouri Association of Future Homemakers of America awards scholarships annually to outstanding FHA/HERO members meeting specific scholarship criteria and planning to enroll in an accredited institution of higher education in Missouri. Candidates who plan to major in a four year program in home economics leading to a Bachelor's degree receive a $400 scholarship. Candidates who plan to enroll in a two year post-secondary home economics program leading to an Associate of Arts or Applied Science Degree receive a $200 scholarship.

Funds to finance the scholarships are obtained by an assessment of five cents for each member of an affiliated chapter and additional contributions.

The Executive Council adjusts the number of scholarships according to the funds available.

The awards are paid in two payments of $100 each for recipients enrolled in a two-year Associate Degree program and four payments of $100 each for recipients enrolled in a four-year Bachelor's Degree program.

III. Scholarship Policies:

1. Only one candidate may be submitted by a school.

2. The award is paid as stipulated above when enrollment has been completed in the college selected by the recipient, and a written notice has been received by the state adviser. The award is paid to the college or university financial officer.

3. Should the recipient withdraw from college or change majors, the full amount of the award used must be returned to the Missouri Association of the Future Homemakers of America within six months after the termination of withdrawal or change. The recipient notifies the state adviser in writing of this contemplated change or withdrawal.

4. The recipient who completes the requirements of the award and receives a degree is no longer financially obligated to the Future Homemakers of America.

5. The scholarship committee is named by the State Director of Home Economics Education and the state adviser of FHA/HERO. The committee reviews the qualifications and names the recipients and alternates for each recipient.

6. If the recipient is unable to accept the award, notification must be made to the state adviser prior to opening of fall semester. The award is then given to the first alternate.

7. The recipient sends a semester or term report of grades to the state adviser as soon as the grades are announced.

8. The recipient and the recipient's parents or guardians are required to sign an agreement with the state officials representing the Future Homemakers of America.

IV. Qualifications and Procedures for FHA/HERO Scholarships Applicants:

1. The completed Scholarship Application Blank and Grade Report-Test Information form are due in the State Office by March 1. These should be mailed to the State Adviser, Future Homemakers of America, PO Box 480, Jefferson City, Missouri 65102.

The Scholarship Application Blank must be submitted by the candidate and approved by the local FHA/HERO adviser.

The Grade Report-Test Information form must be submitted by a school official (e.g., principal, counselor, or superintendent).

2. The candidate must appear for an interview with the scholarship committee.

3. The candidate:

   a. Shall be a member of an affiliated chapter of the Missouri Association, Future Homemakers of America, and shall have been an active member for at least two years.

   b. Shall be a senior in an accredited high school expecting to graduate at the end of the school year and shall rank scholastically in the upper one-fourth of the class or have earned a cumulative grade point average of at least 3.0 on a 4.0 scale by the end of the first semester of the senior year.

   c. Shall have been enrolled in home economics classes for at least two full years at the senior high level (9-12).

   d. Shall be planning to major in home economics, home economics education, or home economics related occupations in an accredited two-year or four-year college or university in Missouri.

The scholarship award recipients are recognized at the annual State FHA/HERO Leadership Conference.

WHAT IS THE MERIT CHAPTER AWARD?

The Merit Chapter award is given to chapters which satisfactorily meet the merit chapter checklist criteria. Each year the "Checklist for Merit Chapter" is enclosed in the FHA/HERO beginning-of-the-school-year mailing sent from the state adviser to each school.

Participation in the Merit Chapter Award is optional but definitely encouraged. Completed applications and the notebooks of support materials postmarked on or before April 15 are reviewed by a committee of adults and students. Based on the criteria points, the committee selects the chapters designated as Merit Chapters. It is a high honor to be selected as a Merit Chapter in the Missouri Association of Future Homemakers of America.

Even if chapters do not plan to submit merit chapter materials to the state committee, the Merit Chapter checklist, which is revised annually, is excellent criteria for use in planning and evaluating yearly programs.

CHAPTER V

QUESTIONS AND ANSWERS
ABOUT
STATE AND REGIONAL LEVELS

How are the state and regional levels of FHA/HERO organized?
What are the qualifications of the state officers?
What are the duties of the state officers?
Who are the members of the state executive council?
What are the duties and responsibilities of the state executive council?
Who are regional officers?
What are the duties of regional officers?
Who are members of the regional executive council?
What are the duties and responsibilities of the regional executive council?
What are the duties and responsibilities of the regional advisory board?
How are officers elected?
How are the dues and finances handled?

HOW ARE THE STATE AND REGIONAL LEVELS OF FHA/HERO ORGANIZED?

The Missouri Association of the Future Homemakers of America is a state organization for students who are taking or have taken a course in home economics through grade twelve in public or private schools in Missouri. It is composed of local chapters chartered by the state and national association and affiliated for the current year through payment of dues and meeting other requirements of the bylaws.

The Missouri Association of Future Homemakers of America has thirteen regional organizations currently. The number of designated regions is subject to revision by the state supervisory staff with the approval of the state advisory board.

WHAT ARE THE QUALIFICATIONS OF THE STATE OFFICER?

A candidate for state office shall:

1. Have completed at the time of candidacy at least one year of home economics at the eighth grade level or above and be currently enrolled in home economics or will have completed at the time of candidacy at least two years of home economics at the eighth grade level or above;
2. Have held a responsible position at one time at the chapter level (for example, chapter officer, or committee chairperson);
3. Be a current dues paying, active member of an FHA/HERO chapter affiliated at the regional, state, and National levels;
4. Have completed an ENCOUNTER project;
5. Be vitally interested in home economics or home economics related occupations;
6. Demonstrate outstanding qualities of leadership;
7. Have a pleasing personality and good speaking voice;
8. Be familiar with and follow correct parliamentary procedures;
9. Show evidence of ability to work well with a group or with individuals;
10. Show evidence of ability to fulfill duties of the office; and
11. Have the approval and support of parents, local chapter, local adviser, and local school administration.

WHAT ARE THE DUTIES OF THE STATE OFFICERS?

According to the state bylaws (revised 1980), duties of state officers are as follows:

Each state officer shall be the liaison person between the state and regional organizations. Each shall be responsible for leadership development activities within the respective regions.

President:

It shall be the duty of the president to preside over the state meeting of the Missouri Association, Future Homemakers of America, and over the meetings of the state executive council. The president shall call a meeting of the executive council on such date and at such place as shall be determined by the state adviser. The president shall appoint, after consultation with the state adviser, all committees and may serve as an ex-officio member of those committees.

1st Vice-President:

It shall be the duty of the 1st Vice-President to assist the president and to preside at meetings in the absence of the president.

Vice-President:

It shall be the duty of the vice-presidents to represent their region at the state executive council meetings and to participate at state meetings and leadership conferences. The positions will depend upon their interests and qualifications in relation to special projects and activities needed for the year.

WHO ARE THE MEMBERS OF THE STATE EXECUTIVE COUNCIL?

The state executive council shall be composed of the thirteen elected state officers, each representing his/her respective region. Of these officers, one is elected as the state president and one as the state first vice-president by the voting delegates at the annual state leadership conference. The number of voting delegates from each affiliated chapter is:

1 to 49 members - 1 vote
50 to 99 members - 2 votes
100 to 199 members - 3 votes
200 or more - 4 votes

Also elected at the annual state leadership conference and serving as members on the state executive council are the national committee member and (in eligible years as defined in the national bylaws) Missouri's FHA/HERO and HERO national officer candidates. Until there are enough HERO chapters and members to take part in the general election process, the state president, in consultation with the state adviser, shall appoint a HERO representative to serve on the state executive council.

WHAT ARE THE DUTIES AND RESPONSIBILITIES OF THE STATE EXECUTIVE COUNCIL?

The duties and responsibilities of the state executive council are:

1. To determine policies and procedures;
2. To determine what business shall be brought before the state meetings;
3. To pass upon credentials of the candidates for national office;
4. To approve funds for use of delegates and chapter advisers attending national meetings;
5. To plan annual budget;
6. To make plans for the state meetings;
7. To make plans for leadership training program;
8. To conduct other necessary business for growth of the association.

The executive council shall have authority and control over the association subject to such regulations and bylaws as may be adopted by the Missouri Association of Future Homemakers of America.

WHO ARE REGIONAL OFFICERS?

According to the state bylaws (revised 1980), the regional officers shall be: president, vice-president, secretary, treasurer, parliamentarian, and others deemed necessary by the regional associations. Each region is encouraged to elect a regional reporter. The vice-president's responsibilities may be divided into two offices, first vice-president and second vice-president. Other regional officers may be historian and recreation leader.

Qualifications of Regional Officers

A candidate for a regional office shall:

1. Have completed at the time of candidacy at least one semester of home economics instruction at the seventh grade level or above and be currently enrolled. Or have completed at the time of candidacy at least one year of home econmics at the seventh grade level or above.
2. Be a current dues paying, active member of an FHA/HERO chapter affiliated at regional, state, and national levels.
3. Have held a responsible position at the chapter level, (for example: chapter officer or committee chairperson).

4. Have completed or be presently working toward completion of an ENCOUNTER project.

WHAT ARE THE DUTIES OF THE REGIONAL OFFICERS?

According to the state bylaws (revised 1980), duties of regional officers and advisors are as follows:

President:

It shall be the duty of the regional president to preside at all meetings of the region and to appoint the committees in consultation with the regional advisor and serve as ex-officio member of the committees.

Vice-President:

It shall be the duty of the regional vice-president to preside in the absence of the regional president, to promote ENCOUNTER, and other duties as determined by the region.

Secretary:

It shall be the duty of the secretary to keep a record of the proceedings at all regional meetings and take care of all necessary correspondence. Copies of all correspondence and minutes shall be sent to the state advisor.

Treasurer:

It shall be the duty of the Treasurer to keep an accurate account of the regional finances.

All disbursements are to be approved by the executive council of the region and payments authorized by the regional adviser. A financial statement shall be submitted to the state adviser each year.

Parliamentarian:

It shall be the duty of the parliamentarian to chair the regional bylaws committee and rule on points in question concerning parliamentary procedures during business meetings.

Other Officers:

Duties shall be determined by the regional association.

Regional Adviser:

It shall be the duty of the regional adviser (adviser to regional president) to give leadership to regional officers and consult with the state adviser in the administration of the regional association. The regional adviser shall serve as a member of the regional executive council and advisory board; authorize payments of bills approved by the executive council; and shall perform other duties designated by the state adviser. The regional adviser shall ascertain that candidates for regional and state offices are fully qualified. The regional adviser shall send the state adviser a copy of the regional bylaws and keep the state adviser duly informed of all regional activities.

Assistant Regional Adviser:

It shall be the duty of the assistant regional adviser (adviser to state officer) to assist the regional adviser in the administration of the regional association.

Regions may elect to have the above officers assume additional responsibilities. For example in Region 10 bylaws, the treasurer, in addition to the above, is also required to submit a proposed budget at the fall executive council meeting. It is also stated in the treasurer's responsibilities that a financial audit shall be made by a qualified local person at the end of term of office and before the annual state meeting.

WHO ARE MEMBERS OF THE REGIONAL EXECUTIVE COUNCIL?

The regional executive council shall be composed of the regional officers, state officer from the region, national officer candidate(s) should there be any elected within the region, and male representative (to promote male participation and image change if there is no elected regional male officer). The male representative is appointed according to the procedure described in regional bylaws. Chapters that do not have a regional officer shall send one representative to executive council meetings. Regional bylaws determine whether chapter representatives can vote at executive council meetings.

WHAT ARE THE DUTIES AND RESPONSIBILITES OF THE REGIONAL EXECUTIVE COUNCIL?

According to the state bylaws (revised 1980), the duties and responsibilities of the regional executive council are:

1. To determine policies and procedures;
2. To determine what business shall be brought before the regional meetings;
3. To make plans for the regional meetings;
4. To plan the year's budget and approve disbursement of regional funds;
5. To provide leadership training activities for the regional members; and
6. To conduct other necessary business.

The regional executive council shall have authority over the region subject to regulations and bylaws as may be adopted by the region in accordance with the bylaws of the state association.

WHAT ARE THE DUTIES AND RESPONSIBILITIES OF THE REGIONAL ADVISORY BOARD?

According to the state bylaws (revised 1980), there may be a regional advisory board to advise with the regional executive council. The assistant regional adviser shall serve as chairperson of the regional board and appoint the members in consultation with the regional adviser.

The duties and responsibilites of the Advisory Board shall be:

1. To serve in an advisory capacity to the executive council;

2. To assist in determining procedures and policies; and

3. To advise with the local advisers on the work of the organization.

HOW ARE OFFICERS ELECTED?

Each region holds a screening and elections meeting after January 2 and before March 1. Prior to the meeting each chapter receives a screening and elections mailing from the regional president or parliamentarian. Enclosed in this mailing are officer candidate forms which must be completed and sent to the regional president and adviser by the date they set which is at least two weeks prior to the screening and elections date.

At the meetings each affiliated chapter is entitled to vote as follows:

1 to 49 members - 1 vote
50 to 99 members - 2 votes
100 to 199 members - 3 votes
200 or more - 4 votes

No chapter may cast more than four votes.

Campaigning and the use of props by candidates is prohibited.

Regional screening and elections meetings are held in accordance with current national, state, and regional bylaws. Following is Region 10's procedure according to the Region 10 bylaws (revised 1980) for officers election and installation. Regional bylaws and procedures must be in agreement with current national and state bylaws.

1. Each affiliated chapter (a chapter which has paid dues to the regional, state, and national FHA/HERO organization by January 2) will select no more than three candidates who meet the qualifications as stated in the Regional Bylaws.

2. Each chapter may submit one candidate for national office, one candidate for state office, and only one candidate for regional office. No school may run more than one candidate for the same office. The candidates must indicate all the offices they wish to run for on their qualification sheets. The national candidate shall seek the position of national officer candidate (providing

Missouri is eligible for such) or national committee member. On even calendar years, each region may elect an additional national officer candidate to represent home economics related occupations (HERO membership). The final election will be conducted at the annual State Leadership Conference by the assembly of voting delegates.

3. The candidates written qualifications should be sent to the regional president postmarked no later than the date set by the regional adviser.

4. Regional officers, state officer and national officer candidate or member, if there is one, will serve as a voting delegate for their local chapter. Voting delegates are chosen from local chapter membership by the provision of their local chapter bylaws. Any member running for an office cannot serve as a voting delegate.

5. Officer candidates must attend the screening/elections meeting and be prepared to give a speech (maximum 2 minutes) concerning FHA/HERO using no visible props (notecard acceptable). A question about FHA/HERO will be asked each candidate.

6. The regional treasurer shall take membership records to the meeting and cooperate with the parliamentarian to register voting delegates as they arrive. Voting delegates will be registered and given a badge of identification.

7. The election shall proceed from national office, to state office, to regional offices.

8. The delegates will be given ballots to vote at the conclusion of speeches for each level of offices - national, state, and regional. The region shall elect nine regional officers, one state vice-president, one national FHA/HERO officer candidate, and one HERO national candidate on even calendar years.

9. A member is eligible to compete for a state or regional office if defeated for national officer candidate. A member is eligible to compete for a regional office if defeated for state vice-president. However, the candidate must have indicated all the offices he/she wish to run for on the qualification form.

10. After the ballots are cast for an office, they will be counted immediately by the advisory board. A copy of this tally showing votes cast for each candidate should be given to the new regional adviser, the chapter adviser of the newly elected officer and mailed to the state FHA/HERO adviser to keep filed and be used in case of an officer vacancy.

11. Immediately after the ballots for an office have been counted, the newly elected officer shall be announced. Should a chapter win an election for national officer candidate or state officer, it may still run another eligible chapter member for a regional office.

12. The regional president will be elected from the nine elected regional officers. To be eligible to run for regional president, the candidate must have indicated his/her intention on the qualification sheet. The candidates for president may be asked questions concerning FHA/HERO. The person receiving the highest number of votes will be designated as regional president. The person receiving the second highest number of votes will be designated as first vice-president. The remaining seven regional officers will designate offices among themselves immediately after elections.

13. Regional installation will be set at a later date by the president and the regional adviser.

14. The retiring officers and teacher/adviser will bring all records and books to the regional installation. They will present them to the newly installed officers at this time.

15. The retiring regional officers and regional advisers shall continue to function up to the State Leadership Conference.

16. The newly elected regional officers will begin their duties at the State Leadership Conference. The new executive council should not do any planning prior to the state meeting. Time for leadership training and regional planning will be provided at the state meeting.

HOW ARE DUES AND FINANCES HANDLED?

Membership dues in the Missouri Association of Future Homemakers of America shall be fixed by the state executive council on the basis of a budget submitted and approved by the majority present at the annual executive council meetings. Change in state dues is subject to a majority vote of delegates at the annual state business meeting. Change in state dues is subject to a majority vote of delegates at the annual state business meeting. Affiliation dues will be accepted until May 1. However, any chapter submitting candidates for regional, state, or national officers must send state and national dues to the state office postmarked on or before January 2.

Regional dues shall be fixed by the regional executive council on the basis of a budget submitted and approved by the majority present at the regional executive council meeting. Change in regional dues is subject to a majority vote of the delegates at the annual regional business meeting. Membership dues of the region shall be paid to the regional treasurer on or before January 2.

CHAPTER VI

QUESTIONS AND ANSWERS
ABOUT
CEREMONIES AND RITUALS

What are the FHA/HERO traditions?
How are the opening and closing ceremonies conducted?
How is the initiation service conducted?
How is the emblem ceremony conducted?
What is the ceremony for installation of officers?

WHAT ARE THE FHA/HERO TRADITIONS?

Creed:

We are the Future Homemakers of America.
We face the future with warm courage and high hope,

For we have the clear consciousness of seeking old and precious values,
For we are the builders of homes -
Homes for America's future,
Homes where living will be the expression of everything that is good and fair
Homes where truth and love and security and faith will be realities, not dreams.

We are the Future Homemakers of America.
We face the future with warm courage and high hope.

Motto: "Toward New Horizons"

Colors: Red and White

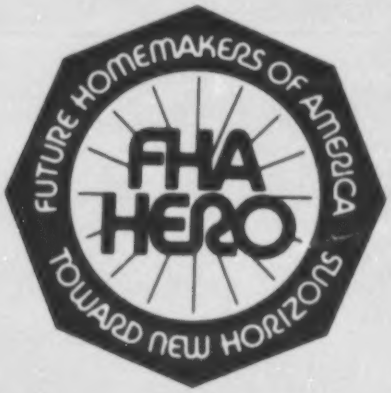
Red symbolizes strength, courage, and determination: personal qualities leading to happiness through a positive self image.

White symbolizes sincerity of purpose and integrity of action: qualities that help individuals build a better tomorrow.

Flower: Red Rose

The red rose represents the organization because it gives joy through its beauty and fragrance. It symbolizes a desire for beauty in everyday living.

Emblem: The following is the emblem of the Future Homemakers of America. A special emblem ceremony is available. Refer to page 57 in this handbook.



Symbols of ENCOUNTER growth: Key, scroll, and torch

The key represents growth towards knowing oneself and FHA/HERO.

The scroll represents involvement in family, school, and community life.

The torch represents preparation for adulthood.

These symbols are awarded by a student committee to members who have completed an ENCOUNTER project as part of a chapter program.

HOW ARE THE OPENING AND CLOSING CEREMONIES CONDUCTED?

The ceremonies in this chapter may be used as shown, or adapted or changed to fit current needs and interests.

Opening Ceremony

President: (Gives a rap with the gavel signaling the officers and members to stand.) We are the Future Homemakers of America. Our objective is to help individuals improve personal, family, and community living.

Officers: (In unison) Our activities focus on individual growth, preparation for family life, development of occupational skills and careers, and our participation, as youth, in today's society.

Members: (In unison) As we work toward the accomplishment of our goals, we learn cooperation, we take responsibility, develop leadership and give service.

President: The meeting of the Future Homemakers of America is now in session.

President: You may be seated.

Closing Ceremony

President: (Gives a rap with the gavel as a signal to stand) Future Homemakers of America, we are challenged to accept the responsibilities of making decisions that affect our lives today and the world tomorrow. Let us repeat our Creed.

We are the Future Homemakers of America
We face the future with warm courage
And high hope.

For we have the clear consciousness of seeking
Old and precious values.
For we are the builders of homes:

Homes for America's future,
Homes where living will be the expression
Of everything that is good and fair,
Homes where truth and love and security and faith
Will be realities, not dreams.

We are the Future Homemakers of America.
We face the future with warm courage
And high hope.

President: The ________________ chapter of the Future Homemakers of America is now adjourned.

Optional Opening Ceremony

President: Gives a rap with the gavel signaling the officers and members to stand and says:

"We are the Future Homemakers of America. Out goal is to help youth assume their roles in society through home economics education in areas of personal growth, family life, vocational preparation and community involvement. The ____________ Chapter of Future Homemakers of America is now in session. You may be seated."

Optional Closing Ceremony

President: "Members of Future Homemakers of America are challenged to make a difference in the world by making decisions daily to assume responsibilities in their personal growth, family life, community involvement and vocational preparation. This meeting of Future Homemakers of America is now adjourned."

HOW IS THE INITIATION SERVICE CONDUCTED?

Arrangements:

1. Microphone
2. Red Candle
3. Eight white candles
4. Emblem or banner displayed on table or wall
5. Symbols to be pinned on each new member
6. Long table covered with white cloth
7. Rose arrangement (optional)

Initiation Ceremony

(May delete, add, or rewrite sections to suit your own situation)

Recreation Leader: Will you please stand and join in singing the FHA Prayer Song?

FHA, FHA
God in His love enfold thee.

Guide thee tenderly,
And in His wisdom mold thee.
Come to our meeting here today.
Show us the true and perfect way.
Our inspiration be,
Constantly guiding, ever abiding love.
(Tune: Sweet and Low)

Vice-President: (Stands, remains standing until he/she says the Creed and explains the emblem) Will the candidates please come forward?

Madam/Mister President, it is my pleasure and privilege to present the candidates who desire to become members of our organization. These candidates meet the requirements for membership as stated in the bylaws.

President: (Stands) You are acquainted with the Future Homemakers of America organization. As members, you will assume responsibility for helping to plan and carry out the activities of the chapter. To reaffirm the purposes of the Future Homemakers of America, the officers will state them for you. (Lights red candle)

Officers: (Give the eight purposes in sequence). As each officer states one purpose, he/she moves forward, lights one candle, and returns to his/her position. Use the red candle to light the others.)

PURPOSES:

1. To provide opportunities for self-development, for preparation for family and community living, and for employment;

2. To strengthen the function of the family as a basic unit of society;

3. To encourage democracy through cooperative action in the home and community;

4. To encourage individual and group involvement in helping achieve worldwide brotherhood;

5. To institute programs promoting greater understanding between youth and adults;

6. To provide opportunities for decision making and for assuming responsibility;

7. To become aware of the multiple roles of men and women in today's society; and

8. To develop interest in home economics, home economics careers, and related occupations.

The vice-president recites the Creed and explains the emblem at this time. If a parliamentarian is present, he/she should explain the emblem.

President: As chapter members, are you willing to devote time and effort to the purposes which the officers have stated? Answer by saying, "I am." Are you familiar with the contents of the bylaws? Are you willing to abide by its regulations? Answer by saying, "Yes." Are the candidates eligible for membership?

Secretary: (Stands) Yes, Mister/Madam President, each of the candidates has fulfilled the requirements for membership into the Future Homemakers of America. (Sits down)

President: To carry on the program of the local, regional, state, and national organization, each member pays annual dues. Will the treasurer please report that each candidate has fulfilled this requirement?

Treasurer: (Stands and remains standing for the rest of the service) The record is complete for each candidate.

President: You are entitled to wear the emblem of the Future Homemakers of America. It should remind you of our eight purposes and our goal, which is to help youth assume active roles in society through home economics education in the areas of personal growth, family life, vocational preparation and community involvement.

All Officers: (Pin the ribbons or pins above the hearts of the new members.)

President: As president, it is my privilege to welcome you as members of this chapter of the Future Homemakers of America.

HOW IS THE EMBLEM CEREMONY CONDUCTED?

This particular ceremony may be used in any of the other services where the emblem is referred to as a separate part. Putting the emblem together on a flannel board as each part is explained will give a special effect.

Emblem Ceremony *

First Speaker: "An emblem is a device or symbol adopted and used as an identifying mark - a picture representing an idea. The emblem of Future Homemakers of America, which many of us wear as a pin or badge, is composed of several significant parts. Each helps reflect the purposes of our organization."

Second Speaker: The name of our organization, Future Homemakers of America, appears around the top of the octagonal plane, forming the upper part of the border of the emblem. Even now we contribute to the homes in which we live - but greater responsibility will soon be ours. Therefore, it is suitable that our organization be known as Future Homemakers of America. The name on the emblem reminds us of our responsibilities to our home and families now and in the future.

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* Adapted from Florida Handbook for Advisors of FHA/HERO, 1978. Patricia Trippe, State Vice-President of Recreation, 1977-78.

Third Speaker: We have as our motto, "Toward New Horizons." It expresses FHA/HERO's goal: To help youth assume their roles in society through home economics education in areas of personal growth, family life, vocational preparation, and community involvement. This motto is a challenge, reminding us that our contributions to home and community life today will influence the homes and communities of tomorrow. It completes the border.

Fourth Speaker: The letters - FHA and HERO - in the center of the emblem represent two types of chapters in our organization. FHA chapters place major emphasis on consumer education, combined with exploration of jobs and careers. HERO chapters place major emphasis on preparation for jobs and careers with recognition that workers also fill multiple roles as homemakers and community leaders.

Fifth Speaker: The rays represent our outreach into the community and world, reminding us that the effects of the moral, spiritual, intellectual, cultural, and physical development of the individual and the family are far-reaching. Through the family, the strength of our nation is determined and this force is felt throughout the world. The rays also indicate that outside factors influence the stability of family life. Therefore, each family member must learn to think and act intelligently, and to work together in order that these influences may be used constructively to build a better world at home and abroad.

Sixth Speaker: The colors of our organization are red and white. Red suggests strength, courage, and determination. White is recognized as the symbol of sincerity. May these colors inspire us with the courage and determination to succeed.

Seventh Speaker: Another symbol of our organization is the red rose. The rose, due to its beauty, has always been a favorite flower, cultivated in every state in the union. This flower gives joy through its beauty and fragrance and symbolizes our search for beauty in everyday living.

Eighth Speaker: These symbols remind us of our responsibilities as homemakers and citizens today and tomorrow. The eight purposes of our organization, represented by the eight sides of the emblem, reaffirm the responsibilities we are assuming.

First Speaker: The first purpose is to provide opportunities for self-development, for preparation for family and community living and for employment.

Second Speaker: Second - to strengthen the function of the family as the basic unit of society.

Third Speaker: Third - to encourage democracy through cooperative action in the home and community.

Fourth Speaker: Fourth - to encourage individual and group involvement in helping to achieve worldwide brotherhood.

Fifth Speaker: Fifth - to institute programs promoting greater understanding between youth and adults.

Sixth Speaker: Sixth - to provide opportunities for decision making and for assuming responsibility.

Seventh Speaker: Seventh - to become aware of the multiple roles of men and women in today's society.

Eighth Speaker: Eighth - to develop interest in home economics, home economics careers, and related occupations.

First Speaker: We have heard the significance of all parts of the emblem. Through our National, state, regional, and local organizations, we will continue to work to improve personal, family, employer, and community relations. As Future Homemakers of America, we recognize that the home affects the well-being of family members and that we are challenged to accept the responsibility of making decisions that affect our lives today and the world tomorrow.

WHAT IS THE CEREMONY FOR INSTALLATION OF OFFICERS?

Table Arrangement:

1. Red Candle
2. White candles, numbered according to purpose
3. Microphone
4. Banner (on table or wall)

Room Arrangement:

1. Lighting may be dimmed for special effect and soft music played while participants take their places for the ceremony. The emblem should be displayed.

2. All participating officers stand. Each officer should be seen. No one should stand directly in front of anyone else.

3. When lighting candles, the participants pick up the white candle, light it from the red candle. They hold it while saying their part, and return it to the original place.

Ritual:

President: (Gives a rap with the gavel signaling the officers and members to stand) We are the Future Homemakers of America. Our objective is to help individuals improve personal, family, and community living.

Officers: (In unison): Our activities focus on individual growth, preparation for family life, development of occupational skills and careers, and our participation in today's society.

Members: As we work toward the accomplishment of our goals, we learn cooperation, take responsibility, develop leadership, and give service.

President: You may be seated. Vice-President, what is our motto?

First Vice-President: Our motto, "Toward New Horizons," is an infinite challenge and expresses the purpose of our organization, to learn well today in order that our families may be better tomorrow.

President: Secretary, what are the colors?

Secretary: Our colors are red and white; red for strength, courage and firm determination to succeed; and white as the symbol of sincerity and integrity.

President: Treasurer, what is the flower of our organization and what does it signify?

Treasurer: The red rose - it gives joy through its beauty and fragrance, and symbolizes our search for beauty in everyday living.

President: Parliamentarian, tell us about our emblem.

Parliamentarian: Our emblem is octagonal in shape. It bears the name of our organization around the top of the plane and around the lower side is the motto. In the center of the emblem are the letters of two types of chapters in our organization. The rays behind the initials represent the interaction between the family and the community and world.

President: The ___________________ chapter of the Missouri Association of Future Homemakers of America is now in session for the purpose of installing officers for the year 19__ - 19__, and of explaining to them the duties and responsibilities they are about to assume. (Lights red candle.)

We have before us the light of home economics - a light which radiates throughout the world. This is the light for our ideals, our purposes, which enables us to make our home, community, and nation a happier place in which to live.

(Each out-going officer lights a candle and states a purpose.)

First Vice-President: This candle is a symbol of one of our purposes: to provide opportunities for self-development, for preparation for family and community living, and for employment.

Second Vice-President: This candle symbolizes our second purpose: to strengthen the function of the family as a basic unit of society.

Secretary: This candle symbolizes our third purpose: to encourage democracy through cooperative action in the home and community.

Treasurer: This candle symbolizes our fourth purpose: to encourage individual and group involvement in helping achieve worldwide brotherhood.

Historian: This candle represents our fifth purpose: to institute programs promoting greater understanding between youth and adults.

Reporter: This candle symbolizes our sixth purpose: to provide opportunities for decision making and for assuming responsiblity.

Parliamentarian: This candle symbolizes our seventh purpose: to become aware of the multiple roles of men and women in today's society.

Recreation Leader: This candle symbolizes our eighth purpose: to develop interest in home economics, home economics careers, and related occupations.

President: The following officers have been selected to serve the Future Homemakers of America for the year 19__-19__. (Lists the offices and new officers.)

You, the officers-elect, must realize that high honors of the organization are bestowed upon you. Future Homemakers of America have faith and confidence in your ability to lead the organization onward. The pledge of your office signifies your willingness to do this. You will repeat after me: I solemnly promise that I will, to the best of my ability, faithfully perform all the duties belonging to the office for which I have been elected.

President: You have heard the pledge which the officers have made. It is important that each member assist these officers in the performance of their duties. Will the president-elect come forward? (President-elect comes forward.)

President: The office of the president is one of great responsibility because the success of this association depends to a great extent on the attitude and skills of the presiding officer. You will want to be pleasant, firm, impartial, considerate and a real friend to every member of the organization. As incoming president of the Future Homemakers of America, are you familiar with your duties?

President-Elect: Yes, I am familiar with the duties. They are: presiding over chapter and executive council meetings; calling the meetings of the chapter; appointing all committees and serving as ex-officio member of them.

President: I hereby invest you with the authority of your office and bid you use your authority wisely. (Retiring president hands new president the gavel, a rose or a president's pin, depending on the desires of the chapter. President-elect steps back to original position.)

President: Will the first vice-president-elect please step forward? Are you familiar with your duties?

First Vice-President-Elect: My duties are to assist the president in all his/her services and to know all his/her duties and responsibilites. In his/her absence, I shall succeed him/her. I shall serve as chairperson of the plan of action committees. (Retiring first vice-president hands the new officer a rose or pin, and then steps into position behind the new first vice-president.)

President: Will the second vice-president-elect please step forward? Are you familiar with your duties?

Second Vice-President-Elect: It is my duty to serve as chairperson of the ENCOUNTER program and be responsible for leading devotions. (Retiring second vice-president hands the new officer a rose or pin, then steps into position behind the new second vice-president.)

President: Will the Secretary please step forward? Are you familiar with your duties?

Secretary: Yes, Mister/Madam President. It is my duty to keep an accurate record of the chapter meetings and executive council meetings. I am also responsible for all correspondence. (Retiring secretary hands new officer a rose or pin, and steps into position behind the new secretary.)

President: Will the treasurer please come forward? Are you familiar with your duties?

Treasurer: My duties are: to keep a record of receipts and disbursements; to report financial status of the chapter; and to compile a list of activities by which the chapter can raise funds. (Retiring treasurer hands new officer a rose or pin, and steps into position behind the new treasurer.)

President: Will the historian please step forward? Are you familiar with your duties?

Historian: It is my duty as historian to keep an accurate historical record and to complete a scrapbook to be presented at meetings and other appropriate times. (Retiring historian hands new officer a rose or pin, and steps into position behind the new historian.)

President: Will the reporter please step forward? Are you familiar with your duties?

Reporter: It shall be the duty of the reporter to collect and write news of the chapter for publication. (Retiring reporter hands the new officer a rose or a pin, and steps into position behind the new reporter.)

President: Will the parliamentarian please step forward? What are your duties?

Parliamentarian: It is my duty as parliamentarian to rule on points in question concerning parliamentary procedure and to assist in conducting meetings in a business-like manner. (Retiring parliamentarian hands the new officer a rose or a pin, and steps into position behind the new parliamentarian.)

President: Will the recreational leader please come forward? Are you familiar with your duties?

Recreational Leader: It is my duty as recreational leader to lead singing and games on all occasions when asked to do so and to teach all chapter members these songs. (Retiring recreational leader hands the new officer a rose or a pin and steps into position behind the new recreational leader.)

President: Before I relinquish the position of president to our new president, I should like to express my appreciation... (Retiring president makes a brief farewell statement.)

I now welcome (name of new president) as president of the ________________ chapter of the Missouri Association of the Future Homemakers of America, under whose leadership the organization will make great progress. (Steps back into line.)

New President: Makes a brief speech of acceptance, then gives three deliberate taps with the gavel as a signal to stand and says:

Future Homemakers of America, we are challenged to accept the responsibilities of making today's decisions that affect our lives and the world in which we live. Let us repeat our Creed...

The meeting of the ________________ chapter of the Missouri Association of the Future Homemakers of America is now adjourned.

(Any other officers and duties may be added to the ceremony.)

Appendix I

PEOPLE TO KNOW

APPENDICES

PEOPLE TO KNOW

The following is a list of people who can help you organize or obtain valuable information for home economics instruction. Contact any of these people for other program information and/or materials.

State Director of Home Economics

Dr. Shirley Baugher
Dept. of Elementary and Secondary Education
PO Box 480
Jefferson City, Missouri 65101

State FHA Adviser and Supervisor of Home Economics

Paula Kindrick Hartsfield
Dept. of Elementary and Secondary Education
PO Box 480
Jefferson City, Missouri 65101

State Supervisors of Home Economics Education

Audrey Eberlin
Dept. of Elementary and Secondary Education
PO Box 480
Jefferson City, Missouri 65101

Estaline Hunziker
Dept. of Elementary and Secondary Education
PO Box 480
Jefferson City, Missouri 65101

Pearl Dean Ralph
Dept. of Elementary and Secondary Education
PO Box 480
Jefferson City, Missouri 65101

State Supervisor of Nutrition Education

Linda Kosfeld
Dept. of Elementary and Secondary Education
PO Box 480
Jefferson City, Missouri 65101

Regional FHA/HERO Advisers

A complete list of the names and addresses of the regional advisers is included in the FHA/HERO beginning-of-the-school-year mailing annually.

Organizations

Future Homemakers of America
National Headquarters and Leadership Center
1910 Association Drive
Reston, Virginia 22091
703/476-4900

Balfour Supply Service
11722 Parklawn Dr.
Rockville, Maryland 20852

American Home Economics Association
2010 Massachusetts Ave., N.W.
Washington, D.C. 20036

American Vocational Association
2020 N. Fourteenth Street
Arlington, Virginia 22201

Missouri Vocational Association
PO Box 3963
Springfield, Missouri 65808

Community Resources Address Phone

Superintendents

Principals

Advisory Council Members

Parents

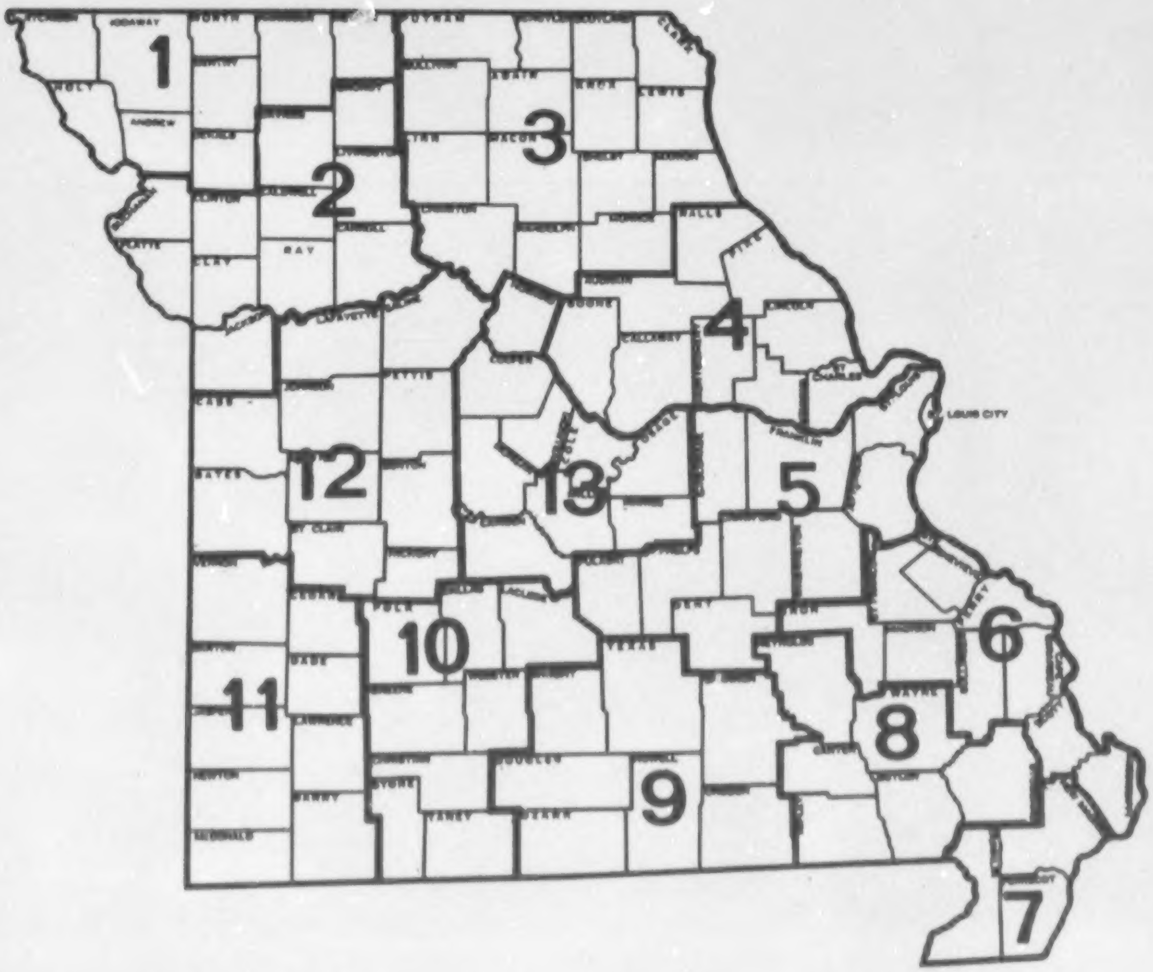
Others

Appendix II

MISSOURI REGIONS AND SCHOOLS WITHIN EACH REGION

Missouri

FHA / HERO Regions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ST. LOUIS CITY

COUNTIES AND SCHOOLS IN EACH REGION

REGION 1

Andrew County - North Andrew (Rosendale), Fillmore, Savannah Senior, Savannah Junior

Atchison County - Tarkio Senior, Rock Port, Fairfax

Daviess County - Coffey

DeKalb County - Osborn, Maysville, Union Star, Stewartsville

Gentry County - King City, Stanberry, Albany

Harrison County - Cainsville, South Harrison (Bethany), North Harrison (Eagleville), Gilman City, Ridgeway, Martinsville

Holt County - Craig, Mound City, South Holt (Oregon)

Mercer County - North Mercer (Mercer), Princeton

Nodaway County - Nodaway-Holt (Graham), West Nodaway (Burlington Junction), Northeast Nodaway (Ravenwood), Jefferson (Conception Junction), North Nodaway (Hopkins), Maryville Senior, Northwest Missouri Area Vocational-Technical School (Maryville), Washington Middle (Maryville), South Nodaway (Barnard)

Worth County - Worth (Grant City)

REGION 2

Buchanan County - East Buchanan (Gower), Mid-Buchanan Senior (Faucett), Mid-Buchanan Junior (Faucett), DeKalb, Benton Senior (St. Joseph), Central Senior (St. Joseph), Lafayette Senior (St. Joseph), Robidoux Middle (St. Joseph), Bode Middle (St. Joseph), Spring Garden Middle (St. Joseph), Truman Middle (St. Joseph)

Caldwell County - Breckenridge, Penney High (Hamilton), Shaw Memorial Junior (Kidder), Polo, Braymer

Carroll County - Hale, Tina-Avalon, Bosworth, Carrollton, Norborne

Clay County - Kearney Senior, Kearney Middle, Smithville, East High (Excelsior Springs), West High (Excelsior Springs), Lewis Middle (Excelsior Springs), Liberty Senior, Liberty Junior, North Kansas City Senior, Oak Park Senior (North K.C.), Winnetonka Senior (North K.C.), Antioch Middle (North K.C.), Eastgate Middle (North K.C.), Maple Park Middle (North K.C.), New Mark Middle (North K.C.)

Clinton County - Cameron, Lathrop, Plattsburg

Daviess County - Pattonsburg, Winston, Jameson, Gallatin, Tri-County (Jamesport)

Grundy County - Grundy (Galt), Trenton Senior, Adams Junior (Trenton)

Jackson County - Fort Osage Senior (Independence), Fort Osage Junior (Independence), Blue Springs Senior, Blue Springs Junior, Hall-McCarter Junior (Blue Springs), Grain Valley, Oak Grove Senior, Oak Grove Middle, Lee's Summit Senior, Pleasant Lea Junior (Lee's Summit), Hickman Mills Senior (K. C.), Ruskin Senior (K. C.), Ervin Junior (K.C.), Smith-Hale Junior (K.C.), Baptiste Junior (K.C.), Raytown Senior, Raytown South Senior, Joe Herndon Area Voc-Tech School (Raytown), Pittman Hills Middle (Raytown), South Middle (Raytown), Grandview Senior, Grandview Junior, East Junior (Grandview), Lone Jack, Truman Senior (Independence), William Chrisman Senior (Independence), Bridger Junior (Independence), Palmer Junior (Independence), William Chrisman Junior (Independence), Kansas City Technical Education Center, Fairview Alternate (K.C.), East High (K.C.), Central High (K.C.), Lincoln Academy (K.C.), Northeast High (K.C.), Paseo High (K.C.), Southeast High (K.C.), Southwest High (K.C.), Van Horn High (Independence), Westport High (K.C.), Hilltop School for Girls (K.C.), Chester R. Anderson Pre-Voc. (K.C.) McCune Home (K.C.), Bingham Junior (K.C.), Ashland Junior (K.C.), Central Junior (K.C.), Fairview Junior (K.C.), Benjamin Harrison Junior (K.C.), M.L. King Junior (K.C.), Leeds Dunbar Junior (K.C.), Lincoln Academy Junior (K.C.), Northeast Junior (K.C.), Clifford H. Nowlin Junior (Independence), Southeast Junior (K.C.), Westport Junior (K.C.), Center High (K.C.), Center Junior High (K.C.)

Livingston County - Wheeling, Southwest (Ludlow), Chillicothe Senior, Chillicothe Junior

Platte County - North Platte (Dearborn), West Platte (Weston), Platte City Senior, Platte Co. AVS, Barry Intermediate (Platte City), Park Hill Senior, Park Hill Junior High South, Park Hill Junior High North

Ray County - Stet, Lawson Senior, Central Middle (Lawson), Orrick, Hardin - Central, Richmond

REGION 3

Adair County - Novinger, Kirksville Senior, Kirksville Area Vocational School, Kirksville Junior, Brashear

Chariton County - Northwestern (Mendon), Brunswick, Keytesville, Salisbury

Clark County - Wyaconda, Revere, Kahoka Senior, Kahoka Junior

Knox County - Edina

Lewis County - Canton, Highland Senior (Ewing)

Linn County - Purdin, Bucklin, Meadville, Marceline, Brookfield Senior, Brookfield Middle

Macon County - Atlanta, Bevier, LaPlata, Macon Senior, Macon Area Vocational School, Macon Middle, New Cambria

Marion County - Marion (Philadelphia), Palmyra Senior, Palmyra Middle, Hannibal Senior, Hannibal Junior

Monroe County - Monroe City Senior, Monroe City Junior, Madison, Paris

Putnam County - Unionville

Randolph County - Northeast (Cairo), Higbee, Westran Senior (Huntsville), Westran Junior (Huntsville), Moberly Senior, Moberly Junior

Schuyler County - Schuyler Senior (Lancaster), Schuyler Junior (Queen City)

Scotland County - Gorin, Scotland County (Memphis)

Shelby County - North Shelby (Shelbyville), South Shelby Senior (Shelbina), Shelbina Junior, Clarence Junior

Sullivan County - Green City, Milan, Newtown-Harris (Newtown)

REGION 4

Audrain County - Community (Laddonia), Vandalia, Mexico Senior, Mexico Area Vocational School, Mexico Junior

Boone County - Ashland Senior, Hallsville Senior, Hallsville Middle, Sturgeon, Centralia Senior, Centralia Middle, Harrisburg, Hickman Senior (Columbia), Rock Bridge Senior (Columbia), Columbia Area Vocational School, Jefferson Junior (Columbia), Oakland Junior (Columbia), West Junior (Columbia)

Callaway County - North Callaway (Kingdom City), New Bloomfield, Fulton Senior, Fulton Junior, South Callaway (Mokane)

Howard County - New Franklin, Fayette Senior, Fayette Middle, Glasgow

Lincoln County - Silex, Elsberry, Troy Senior, Troy Junior, Winfield Senior, Winfield Middle

Montgomery County - Wellsville-Middletown, Montgomery City Senior, Montgomery City Middle

Pike County - Bowling Green Senior, Bowling Green Junior, Malvern B. Clopton Senior (Clarksville), Joe Henry Middle (Clarksville), Louisiana Senior, Louisiana Middle

Ralls County - Mark Twain Senior (Center), Mark Twain Junior (Center)

St. Charles County - Ft. Zumwalt Senior (O'Fallon), Central Junior (O'Fallon), South Junior (O'Fallon), Francis Howell Senior (St. Charles), Robert W. Barnwell Junior (St. Charles), C. Fred Hollenbeck Junior (St. Charles), Emil E. Holt Senior (Wentzville), Wentzville Junior, St. Charles Senior, West Senior (St. Charles), T. L. Hardin Middle (St. Charles), Jefferson Middle (St. Charles), Orchard Farm Senior (St. Charles), Orchard Farm Middle (St. Charles)

Warren County - Wright City, Warrenton Senior

REGION 5

Crawford County - Bourbon, Cuba, Steelville

Dent County - Salem Senior, Salem Junior

Franklin County - Meramec Valley Senior (Pacific), Meramec Valley Junior (Pacific), Union Senior, Clark Vitt Junior (Union), St. Clair Senior, St. Clair Junior, Sullivan Senior, Sullivan Middle, New Haven Senior, New Haven Middle, Washington Senior, Washington Area Vocational School, Washington Junior

Gasconade County - Owensville Senior, Owensville Junior, Bland, Hermann Senior, Hermann Junior

Iron County - Viburnum Senior, Viburnum Junior

Jefferson County - Northwest Senior (House Springs), North Jefferson Middle (House Springs), Cedar Hill Middle (House Spings), House Springs Middle, Grandview, Hillsboro Senior, Festus Senior, Festus Junior, Windsor Senior (Imperial), Windsor Junior (Imperial), Fox Senior, Fox Junior, Ridgewood Junior (Fox), Seckman Junior (Fox), Crystal City, DeSoto Senior, DeSoto Junior

Phelps County - John F. Hodge High (St. James), Newburg, Rolla Senior, Rolla Junior, Rolla Area Voc.-Tech. School, Rolla Middle

Pulaski County - Richland, Laquey, Waynesville Senior, Waynesville Junior, Wood Junior (Fort Leonard Wood), Dixon Senior, Dixon Middle, Crocker

St. Louis County - Hazelwood East High, Hazelwood Central Senior, Hazelwood West Junior/Senior, Hazelwood Junior, Kirby Junior, Berkeley Senior, McCluer Senior (Florissant), McCluer North Senior (Florissant), Cross Keys Middle (Florissant), Ferguson Middle (Florissant), Florissant Junior, Berkeley Middle, Pattonville Senior (Maryland Heights), Holman Junior (Maryland Heights), Pattonville Heights Junior (Maryland Heights), Eureka Senior, Lafayette Senior (Ballwin), Crestview Junior (Glencoe), Eureka Junior, Rockwood South Junior, M. Selvidge Junior, Kirkwood Senior, Nipher Middle, North Kirkwood Middle, Lindbergh Senior, Harry S. Truman Middle, Robert H. Sperreng Middle, Mehlville Senior, Oakville Senior, Margaret Buerkle Junior, Oakville Junior, Washington Junior, Central Senior (Parkway), North Senior (Creve Coeur), West Senior (Ballwin), Parkway South Senior (Manchester), Central Junior (Parkway), East Junior (Creve Coeur), North Junior (Creve Coeur), South Junior (Manchester), West Junior (Chesterfield), Affton Senior,

St Louis County (cont'd) - Mackenzie Junior, Bayless Senior, Bayless Middle, Brentwood Senior, Clayton Senior, Wydown Junior, Hancock Place Senior, Jennings Senior, Jennings Junior, Horton Watkins Senior, East Ladue Junior, Maplewood-Richmond Heights Senior, Normandy Senior, Normandy Junior, Ritenour Senior, Hoech Middle, Ritenour Middle, Riverview Gardens Senior, Central Junior (Riverview Gardens), University City Senior, Brittany Woods Middle (University City), Valley Park Senior, Webster Groves Senior, Hixson Junior (Webster Groves), Melvin R. Eskridge Memorial Senior (Wellston), Special School District: North County Tech, South County Tech

St. Louis City - Beaumont Senior, Central Senior, Cleveland Senior, McKinley Senior, Northwest Senior, Roosevelt Senior, Soldan Senior, Southwest Senior, Sumner Senior, Vashon Senior, O'Fallon Technical School, Metro High, Blewet Middle, Cook Middle, King Middle, Langston Middle, Stowe Middle, Nottingham Middle, Turner Middle

Washington County - Potosi Senior, John A. Evans Middle (Potosi), Valley High (Caledonia)

REGION 6

Bollinger County - Meadow Heights (Patton), Leopold, Zalma, Woodland (Lutesville)

Cape Girardeau County - Jackson Senior, Russell Hawkins Junior, Delta, Oak Ridge, Central Senior (Cape Girardeau), Central Junior (Cape Girardeau), L. J. Schultz Middle/Junior (Cape Girardeau), Cape Girardeau Vocational-Technical School

Iron County - South Iron (Annapolis), Arcadia Valley Senior (Ironton), Arcadia Valley Middle (Ironton)

Jefferson County - Dunklin Senior (Herculaneum), Dunklin Middle (Herculaneum)

Madison County - Marquand, Fredricktown Senior, Fredricktown Junior

Mississippi County - East Prairie Senior, A.L. Webb Junior (East Prairie), Charleston Senior, Charleston Junior

Perry County - Perryville Senior, Perryville Junior

St. Francois County - Bismark, Farmington Senior, Farminton Junior, North County Senior (Desloge), North County Junior (Bonne Terre), Central Senior (Flat River), West County (Leadwood)

St. Genevieve County - Ste. Genevieve Senior, Ste. Genevieve Junior

Scott County - Scott City, Chaffee, Thomas W. Kelly Senior (Benton), Scott Central (Sikeston), Sikeston Senior, Sikeston Junior, Sikeston Middle, Oran

REGION 7

Dunklin County - Malden Senior, Campbell, Holcomb, Clarkton, Senath-Hornersville Senior (Senath), Hornersville Middle, Southland (Cardwell), Kennett Senior, North Junior (Kennett)

New Madrid County - Risco, Gideon, Mathews Sr., Central (New Madrid), New Madrid Vocational-Technical Skills Center, Portageville

Pemiscot County - North Pemiscot Senior (Wardell), Hayti Senior, Hayti Middle, Cooter, South Pemiscot (Steele), Delta High (Deering), Caruthersville Senior, Caruthersville Junior

REGION 8

Butler County - Neelyville, Poplar Bluff Senior, Poplar Bluff Junior, Poplar Bluff Area Vocational School, Twin Rivers (Broseley)

Carter County - East Carter Senior (Ellsinore), Grandin Junior, Van Buren Senior, Fremont Middle School

Reynolds County - Southern Senior (Ellington), Bunker, Lesterville

Ripley County - Naylor, Doniphan Senior, Doniphan Junior

Stoddard County - Richland (Essex), Bell City, Advance, Puxico, Bloomfield, Dexter Senior, Dexter Middle, Bernie

Wayne County - Greenville, Clearwater (Piedmont)

REGION 9

Douglas County - Ava Junior, Ava Senior

Howell County - Liberty Senior (Mountain View), Liberty Junior (Mountain View), Willow Springs Senior, Willow Springs Middle, West Plains Senior, West Plains Junior

Oregon County - Couch (Myrtle), Thayer, Koshkonong, Alton

Ozark County - Bakersfield, Gainesville, Dora

Shannon County - Winona, Eminence

Texas County - Houston Senior, Houston Junior, Summersville, Licking, Cabool Senior, Cabool Junior, Plato

Wright County - Norwood, Hartville, Mountain Grove Senior, Mountain Grove Voc.-Tech. School, Mansfield

REGION 10

Christian County - Chadwick, Nixa Senior, Nixa Middle, Sparta, Billings, Clever, Ozark Senior, Ozark Middle, Spokane

Dallas County - Buffalo Senior, Buffalo Junior

Greene County - Willard Senior, Willard Junior, Republic Senior, Republic Middle, Ash Grove, Walnut Grove, Strafford, Rogersville Senior, Rogersville Junior, Central Senior (Springfield), Glendale Senior (Springfield), Hillcrest Senior (Springfield), Kickapoo Senior (Springfield), Parkview Senior (Springfield), Willard J. Graff Vocational Technical Center (Springfield), Hickory Hills Junior (Springfield), Jarrett Junior (Springfield), Cherokee Junior (Springfield), Pershing Junior (Springfield), Pipkin Junior (Springfield), Pleasant View Junior (Springfield), Reed Junior (Springfield), Study Junior (Springfield), Fair Grove Senior, Fair Grove Middle

Hickory County - Urbana

Laclede County - Conway, Lebanon Senior, Lebanon Junior

Polk County - Bolivar Senior, Mitchell Junior (Bolivar), Fair Play, Halfway, Humansville, Marion C. Early (Morrisville), Pleasant Hope

Stone County - Hurley, Galena, Crane, Reeds Spring Senior, Reeds Spring Middle, Reeds Spring Area Vocational School, Blue Eye

Taney County - Bradleyville, Forsyth, Branson Senior, Branson Junior, Hollister

Webster County - Niangua, Fordland, Marshfield Senior, Marshfield Junior, Seymour

REGION 11

Barry County - Wheaton, Southwest (Washburn), Exeter, Cassville Senior, Cassville Junior, Purdy, Monett Senior, Monett Area Vocational School

Barton County - Liberal, Golden City, Lamar Senior

Cedar County - Stockton, Eldorado Springs

Dade County - Lockwood, Dadeville, Everton, Greenfield

Jasper County - Carl Junction Senior, Carl Junction Junior, Jasper, Sarcoxie, Carthage Senior, Carthage Junior, Webb City Senior, Webb City Junior, Memorial Senior (Joplin), Parkwood Senior (Joplin), Franklin Technical (Joplin), North Junior (Joplin), South Junior (Joplin)

Lawrence County - Miller, Pierce City, Marionville Senior, Mount Vernon, Aurora Senior, Robinson Middle (Aurora), Verona

McDonald County - Anderson

Newton County - East Newton (Granby), Diamond, Seneca Senior, Seneca Junior, Neosho Senior, Neosho Junior

Vernon County - Metz, Walker, Nevada Senior, Nevada Middle, Bronaugh, Sheldon, Schell City

REGION 12

Bates County - Miami (Amoret), Ballard (Butler), Adrian, Rich Hill, Hume, Butler

Benton County - Lincoln, Warsaw, Cole Camp

Cass County - Archie, Raymore-Peculiar Senior (Peculiar), Raymore-Peculiar Junior (Peculiar), Sherwood (Creighton), Pleasant Hill, Harrisonville Senior, Harrisonville Junior, Drexel, Midway (Cleveland), Belton Senior, Yeokum Junior (Belton)

Henry County - Windsor Senior, Calhoun, Montrose, Clinton Senior, Clinton Middle

Hickory County - Wheatland, Weableau, Hermitage

Johnson County - Kingsville, Holden Senior, Holden Middle, Chilhowee, Crest Ridge (Centerview), Knob Noster Senior, Knob Noster Middle, Leeton, Warrensburg Senior, Warrensburg Middle

Lafayette County - Concordia, Higginsville Senior, Higginsville Junior, Odessa Senior, Odessa Junior, Santa Fe (Alma), Wellington-Napoleon, Lexington Senior, Lexington Middle

Morgan County - Stover

Pettis County - Northwest High (Hughesville), La Monte, Smithton, Green Ridge, Smith-Cotton Senior (Sedalia), Sedalia Middle

Saline County - Malta Bend, Marshall Senior, Bueker Middle (Marshall), Slater, Sweet Springs

St. Clair County - Appleton City, Lakeland (Deepwater), Osceola

REGION 13

Camden County - Stoutland, Camdenton Senior, Lake Area Voc.-Tech. (Camdenton), Camdenton Junior, Climax Springs, Macks Creek

Cole County - Russellville, Blair Oaks (Jefferson City), Eugene, Jefferson City Senior, Jefferson Junior (Jefferson City), Simonsen Junior (Jefferson City)

Cooper County - Bunceton, Prairie Home, Otterville, Pilot Grove, Boonville Senior, Laura Speed Elliott Middle (Boonville)

Maries County - Vienna, Belle

Miller County - Eldon Senior, Eldon Junior, Tuscumbia, St. Elizabeth, School of the Osage (Lake Ozark), Iberia

Moniteau County - California, Tipton Senior, Jamestown

Morgan County - Versailles Senior, Versailles Junior

Osage County - Chamois, Linn Senior, Fatima (Westphalia)

Appendix III

SAMPLE MATERIALS

A. Sample Agenda

B. Sample Introduction Letter

C. Sample Parent Recruitment Letter

D. Sample Unit Plan

E. Sample Officer Qualification Form

F. Planning Sheet

G. Sample Evaluation Form

H. Sample ENCOUNTER Analysis Chart

I. Effective Chapter Evaluation

J. Sample Evaluation Checklist: Money Making Activities

K. Sample Chapter Finance Plan

L. Sample Parliamentary Procedure Quiz

M. Sample Parliamentary Procedure Quiz - Answers

Appendix III - A

SAMPLE AGENDA FOR CHAPTER MEETING

1. Opening Ceremony
2. Secretary's Report and Roll Call
3. Treasurer's Report
4. Up-Membership Project
5. Appointment of Committees for Fund Drive
6. Program on Birth Defects Presented by March of Dimes
7. Closing Ceremony

SAMPLE INTRODUCTION LETTER

Dear Parents of Home Economics Students:

We at __________ __________ School would like to tell you something about the vocational home economics program, FHA/HERO, and how with your help, it can become an integral part of the home economics curriculum. Together the two programs can increase learning and leadership opportunities and can foster the growth and development of the unique individual.

What are FHA and HERO? FHA stands for Future Homemakers of America. FHA chapters are for consumer homemaking students. HERO stands for Home Economics Related Occupations. HERO chapters are for students enrolled in home economics related occupations programs.

What is Future Homemakers of America? Future Homemakers of America is a national organization of students who have taken or are currently enrolled in home economics. It is a non-profit organization supported by membership dues.

What are the objectives of FHA/HERO?

The objective of FHA/HERO is:

> To help youth assume their roles in society through home economics education in the areas of personal growth, family life, vocational preparation, and community involvement.

Its purposes are:

1. To provide opportunities for self-development, for preparation for family and community living, and for employment;
2. To strengthen the function of the family as a basic unit of society;
3. To encourage democracy through cooperative action in the home and community;
4. To encourage individual and group involvement in helping achieve worldwide brotherhood;
5. To institute programs promoting greater understanding between youth and adults;

6. To provide opportunities for decision making and assuming responsibility;

7. To become aware of the multiple roles of men and women in today's society; and

8. To develop interest in home economics, home economics careers, and related occupations.

We hope that, by actively including these objectives in the classroom program, the class will be more stimulating and challenging.

In order to strengthen the combined program, we need the in-school commitment of each home economics student and the at-home support of parents and family. A strong tie between home and school - one which you and your family can bring about - will help enrich all areas of learning and living.

The role of parents in FHA/HERO is:

- To support and participate in the family-related projects that their FHA/HERO member identifies during ENCOUNTER programs or during the PLANNING PROCESS;
- To encourage and assist their FHA/HERO member in fulfilling other FHA/HERO projects;
- To further FHA/HERO goals and programs in the community, both in word and deed; and
- To volunteer and participate as a chapter parent.

If you have any further questions, please feel free to contact me at ___-_______ between ___ and ___ o'clock.

We are looking forward to having you and your family's participation in and support for our school's FHA/HERO classroom program and projects. We will also make sure we keep you posted as to all our events and activities.

Sincerely,

____
Home Economics Adviser(s)

Appendix III - C

SAMPLE PARENT RECRUITMENT

Dear Parents,

Recently, we wrote to you about the purposes of FHA/HERO and the importance of your support to the success of this program. We appeal to you again, this time to encourage you to help us even more actively.

Any organization that aims to assist young people to reach their greatest potential needs committed adults willing to work to this purpose. FHA/HERO is no different. We need you to help us as a volunteer chapter parent.

Your duties as a chapter parent would be important but not necessarily too time-consuming. These duties would include, but not be limited to:

- sponsoring specific chapter activities
- supervising with other adults day or evening events, and/or accompanying student groups on chapter trips (to nursing homes, for example)
- assisting student groups in specific or regularly scheduled projects
- serving as a representative and/or spokesperson for the organization in either a formal or an informal capacity.

We hope you will not allow inexperience to keep you from playing this very important role. We will, at all times, be available with full instructions and assistance. This is your chance to further the aims of FHA/HERO, the organization which more than any other is geared to strengthening the family and enhancing your child's future as a creative and effective homemaker.

We look forward to hearing from you by __________. Please call _____ - _________ if you have any questions about the time or responsibilities involved.

With your help, we can promise your student a fun-filled and rewarding year.

Yours truly,

____
FHA/HERO Adviser

NOTE: It is suggested that the adviser add a short personalized appeal to parents that are felt to be more likely to respond positively to this appeal.

Appendix III - D

SAMPLE UNIT PLAN

The following is a guide for familiarizing home economics students with the key concepts in FHA/HERO. Designed as a two-week unit, it is, nevertheless, intended to be a teaching tool flexible enough to be adapted to fit the individual needs of any given classroom. We encourage the instructor to alter the materials if necessary.

INTRODUCTION TO FHA/HERO

UNIT DESCRIPTION

This unit surveys four primary areas of the FHA/HERO program:

A. FHA/HERO and its organization
B. FHA/HERO traditions
C. ENCOUNTER: Self-awareness projects
D. PLANNING PROCESS: Project planning

It is designed for use in the classroom in coordination with other, more traditional, home economics materials. Students engaging in this unit are not expected to have prior knowledge of FHA/HERO.

UNIT OBJECTIVES

After completion of this unit, the student should be able to describe elements of the FHA/HERO organizational system and its traditions, the ENCOUNTER approach to personal development and leadership, and the PLANNING PROCESS for FHA/HERO project management. Students will demonstrate familiarity and knowledge by designing an ENCOUNTER project using the PLANNING PROCESS procedure and by scoring at least eighty-five on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student will be able to:

1. List at least four of the eight purposes of FHA/HERO;

2. Explain what the letters FHA/HERO represent and identify what the several FHA/HERO symbols represent;

3. List and describe the steps in the PLANNING PROCESS; and

4. Explain ENCOUNTER, list the steps to accomplishing an ENCOUNTER project, and give an example of one such activity.

INSTRUCTIONAL MATERIALS

Supplies

- Newsprint
- Markers
- Paper bags, tape, glue
- Paper plates
- Scissors
- Balloons
- String

Audio-visual materials

- Teen Times
- ENCOUNTER booklets
- Mailagrams (example included at end of unit)
- Unique "U" filmstrip - (purchased from National Center or attained on loan from Instructional Materials Laboratory (314) 882-2883)
- Timely Techniques - (attained from Missouri State Department of Elementary and Secondary Education)

Handouts

HO #1: FHA/HERO Objective and Purposes
HO #2: FHA/HERO Levels of Organization
HO #3: Scavenger Hunt List
HO #4: FHA/HERO Creed
HO #5: The PLANNING PROCESS
HO #6: Planning Sheet
HO #7: Brainstorming Hints
HO #8: Mailagram

Transparencies

TM #1: The Organizational Tree
TM #2: Missouri FHA/HERO Regions
TM #3: The PLANNING PROCESS

Equipment

- Opaque projector
- Overhead projector
- Filmstrip projector and cassette player

INFORMATION SHEET

I. The FHA/HERO Organization

A. FHA/HERO is a student vocational organization integrally associated with home economics education. It helps students assume their role as homemakers in society by addressing issues of personal growth, family life, vocational preparation and community involvement.

B. Its purposes are:

1. To provide opportunities for self-development, for preparation for family and community living, and for employment;
2. To strengthen the function of the family as a basic unit of society;
3. To encourage democracy through cooperative action in the home and community;
4. To encourage individual and group involvement in helping achieve worldwide brotherhood;
5. To institute programs promoting greater understanding between youth and adults;
6. To provide opportunities for decision making and assuming responsibility;
7. To create an awareness of the multiple roles of men and women in today's society; and
8. To develop interest in home economics, home economics careers, and related occupations.

C. FHA/HERO and home economics are closely related in that both aim to improve personal, family, community, and job/career life. The home economics - FHA/HERO combination coordinates learning experiences and their practical application.

D. FHA/HERO benefits students by helping them to:

1. Build a better self-concept;
2. Practice theory learned in home economics;
3. Make decisions, solve problems;
4. Understand and relate to others;
5. Become better citizens;

6. Become aware of stereotypes and life styles; and

7. Develop leadership skills.

E. FHA/HERO, as a part of home economics, benefits the school by:

1. Building a good relationship between parents, students, and school;

2. Generating enthusiasm about school and projects that involve learning experiences;

3. Using decision making processes involving a group of people;

4. Being a tool for motivating interest in home economics classes and careers; and

5. Improving attitudes about other people and their problems.

F. FHA/HERO chapter projects:

1. Promote better attitudes about the youth of the community;

2. Provide opportunities and projects for school and community to work in unity;

3. Promote self-esteem about homemaking and parenting; and

4. Promote the family as a basic unit, teach skills that will strengthen families in the community now and in the future.

G. The FHA/HERO organization can be compared to a tree. The roots of the organization are in home economics education and Federal vocational legislation. The trunk of the tree is like the National Staff, Executive Council, and Board of Directors. The large boughs are the states, the limbs are the regions, and the leaves are the local chapters. The blossoms are individual students.

H. The National level of FHA/HERO is composed of the members of the FHA/HERO chapters in the 50 states, Washington, D.C., Puerto Rico, the Virgin Islands, and Guam. The leadership of the national level is made up of:

1. National Board of Directors

2. National Executive Council (the national FHA/HERO officers elected at national meetings)

3. National Headquarters Staff

The National Staff provides national public relations programs, national publications, and national programs for relating the chapter activities to the home economics education curriculum.

The National Executive Council provides the youth input into the decision making processes. Each year the Council plans and conducts a leadership conference.

The National Board of Directors is composed of adult representatives from home economics and business, and five youth representatives.

H. On the state level the Missouri Association of the Future Homemakers of America is made up of thirteen regions and of local chapters within the regions. The state association is under the guidance of a state adviser employed by the vocational home economics section of the Department of Elementary and Secondary Education. The state association has a state executive council consisting of state vice-president from each region. The executive council has the responsibility of planning and presenting the state Leadership Conference and of promoting FHA/HERO at various functions throughout the year.

Each spring the state leadership conference is held to involve students in FHA/HERO activities and to elect the state president, state first vice-president, and National officer candidates (providing Missouri is eligible for such), and National Committee member. The date and location of the planned conference is included in the beginning-of-the-school-year mailing from the state FHA/HERO adviser.

I. There are thirteen regions which comprise the Missouri State Association of FHA/HERO. Each has an elected slate of officers. These officers are assisted by a regional adviser and by an assistant regional adviser who are home economics instructors at the schools key officers attend. Each region holds a fall meeting during which elections and leadership training sessions are held.

II. FHA/HERO Traditions

A. The creed is:

We are the Future Homemakers of America.
We face the future with warm courage and high hope.

For we have the clear consciousness of seeking old and
precious values,
For we are the builders of homes -
Homes for America's future,
Homes where living will be the expression of everything
that is good and fair
Homes where truth and love and security and faith will
be realities, not dreams.

We are the Future Homemakers of America.
We face the future with warm courage and high hope.

B. The motto is "Toward New Horizons."

C. The colors are red and white. Red symbolizes strength, courage and determination: personal qualities leading to happiness through a positive self image. White symbolizes sincerity of purpose and integrity of action: qualities that will help individuals build a better tomorrow.

D. The flower is the red rose. The red rose represents the organization because it gives joy through its beauty and fragrance. It symbolizes a desire for beauty in everyday living.

E. The emblem is:

FUTURE HOMEMAKERS OF AMERICA
FHA
HERO
TOWARD NEW HORIZONS

III. Teen Times

A. Teen Times, the Future Homemakers of America magazine, is issued by the organization three times a year. It features informative articles and highlights the activities of FHA/HERO chapters and members. Teen Times can serve as a treasure-trove of ideas for exciting programs.

B. For more information on Teen Times, see chapter three of this manual.

IV. ENCOUNTER: Self-awareness projects

A. The ENCOUNTER program is designed as a voluntary, individual means of making positive, growth-directed life changes. When engaging in ENCOUNTER, students can pursue a personal interest or can work towards extending chapter goals and projects.

B. Extensive information about ENCOUNTER can be found in chapter three of this manual and in ENCOUNTER brochures available from National FHA/HERO headquarters.

V. The PLANNING PROCESS

A. The PLANNING PROCESS is a step-by-step approach to decision making which encourages creative thinking and the evaluation of options.

B. It is particularly useful for organizing and managing ENCOUNTER, and group and chapter activities.

C. The steps in the PLANNING PROCESS are:

- ◉ **Identify concerns**
- ⬆ **Set a goal**
- ▢ **Form a plan**
- ▣ **Act**
- ▦ **Follow up**

D. For more information on the PLANNING PROCESS, see chapter three.

Lesson Number One
FHA/HERO and You

Materials	Teacher Activity	Student Participation
HO #1: FHA/HERO Objective Purposes	Present a short introduction to FHA/HERO. Explain what the letters stand for and the general aim of the organization. Distribute Handout #1. Ask students what they think each purpose means and what its implications are.	
	Ask "What is a homemaker?" Lead a group discussion, guiding the students towards a definition which: - includes the creative as well as the routine tasks of homemaking; - emphasizes the importance of the job to the family and to the community; - identifies each family member as having homemaking responsibilities; and - is not gender-specific; describes both males and females as homemakers.	As a group, develop a definition for the term "homemaker."
	Ask, "How can FHA/HERO help you, the student? Your family? Your future? How can FHA/HERO benefit a school? How can FHA/HERO be an asset to a community?"	Examine the wide ranging benefits of FHA/HERO.
Newsprint and felt tip pen	List responses on the board or on newsprint.	
	Summarize.	

Lesson Number Two
FHA/HERO Levels of Organization

Materials	Teacher Activity	Student Participation
HO #2: Levels of Organization	Distribute Handout #2. Review with students. Expand with appropriate information from chapters one, two and five of this manual. Ask for questions.	Review Handout #1; discuss information and clarify own knowledge of the FHA/HERO organizational system.
Newsprint, felt tip pen	Ask a student to draw a large tree with a felt tip pen on newsprint. Insure that the tree has a large trunk, branches, limbs, leaves, and blossoms. List the following terms on the board: - National Staff, Executive Council, and Board of Directors - state organization - regional organization - local chapters - students	Label the diagram of an FHA/HERO organizational "tree".
	Ask the students the following; "If FHA/HERO is compared to a tree, what parts of the tree do the National Staff, Executive Council, and the Board of Directors (i.e., the National policy-making and administrative level) resemble? The state organization? The regional organization? The chapters? You, the students?"	
TM #1: The Organizational Tree	Show Transparency #1.	View transparency.
TM #2: Missouri FHA/HERO Regions	Show Transparency #2. Ask students to locate their own region. Lead a discussion about how regions can work together.	View transparency. Find their own region and discuss the interaction between the state and regional organization and the local chapter.

Materials	Teacher Activity	Student Participation
	Ask students if they have any friends or siblings who are FHA/HERO members and who have been elected to National, state, or regional offices. If any do, ask them to share what they know about the nomination and/or election process.	Establish their own link to FHA/HERO membership.
Information Sheet; Missouri FHA/HERO Handbook; National and state bylaws.	Provide information about the choosing of officers on each level (refer to the Information Sheet of this plan, to chapters one and five of this guide, and to National and state bylaws).	
	Ask for and respond to questions. Whenever possible, encourage students to provide the answers to their classmates' questions.	
	Summarize.	

Lesson Number Three
FHA/HERO Traditions

Materials	Teacher Activity	Student Participation
HO #3: Scavenger Hunt List, Teen Times	Distribute Handout #3 and and Teen Times.	Read Handout #3; browse through Teen Times.
	Divide students into groups. Instruct members of each group to use Teen Times as the source for answers to questions on Handout #3.	Divide into groups. Find answers in Teen Times to questions on Handout #3.
	Summarize.	Report findings.

Lesson Number Four
FHA/HERO Traditions

Materials	Teacher Activity	Student Participation
HO #4: FHA/ HERO Creed.	Distribute Handout #4. Give students five minutes to study and memorize the creed. Divide the class into two teams. Follow the instructions on the handout.	
Prepared "Platter Chatter" plates	Prepare before-hand the following: Paper plates on each of which one of the questions below has been written. - What is the FHA/HERO motto? - What are the FHA/HERO colors? - What does the red signify? - What does the white signify? - What is the FHA/HERO flower? - What does the flower represent? - What does the FHA/HERO emblem look like? Paper plates on each of which one of these answers has been written: - "Towards New Horizons" - Red and white - ...signifies strength, courage, and determination. - ...signifies sincerity of purpose and integrity of action. - ...represents the organization because it gives joy through its essential beauty. - The FHA/HERO emblem	

Materials	Teacher Activity	Student Participation
	Play "Platter Chatter". Give each student a plate with either a question or an answer written on it (if the class is small give each student one of each; if the class is large, give the available plates to usually quiet students to encourage their participation).	Follow "Platter Chatter" directions and play the game.
	Give the following instructions: One person will throw the plate, frisbee fashion, towards the group. The person catching the plate should attempt to answer the question written on it. If the question remains unanswered or is answered incorrectly, then the person who holds the plate with the right answer throws this plate towards the group and the person who catches reads the correct answer. This process is repeated until all the questions are answered.	
	Ask the group why these traditions are important and lead them towards a discussion of the importance of symbols to their sense of understanding and unity.	Discuss the importance of FHA/HERO symbols.

Lesson Number Five
The PLANNING PROCESS

Materials	**Teacher Activity**	**Student Participation**
	Explain to students that, for the purposes of this activity, groups of five will assume that it - the entire group - has been granted one wish by a local genie. They must work together to choose what that wish will be and then must decide how to put their granted wish to best use. They will take mock possession of their gift, and afterwards decide whether or not it was a good choice. Allow the groups at least twenty minutes to engage in this activity. Do not allow additional time past that you have chosen to allot.	Groups of five will get together to problem-solve and work out a plan for choosing and using one wish.
	Reconvene the class and ask representatives of each group to report on its experience. Ask what problems the groups had in deciding on their wish. Do not focus on the particular choices the groups made but rather on the way that the decision was arrived at. Ask whether they would have had fewer problems had they used a systematic approach to planning.	Class discusses how decisions are made in a situation where there is no systematic approach to planning.
	Introduce the PLANNING PROCESS.	
TM #3: The PLANNING PROCESS	Show Transparency #3 and discuss steps in PLANNING PROCESS.	

Lesson Number Six
The PLANNING PROCESS (continued)

Materials	**Teacher Activity**	**Student Participation**
HO #5 and #6: The PLANNING PROCESS and the Planning Sheet.	Review steps in the PLANNING PROCESS. Distribute Handouts #5 and #6.	
HO #7: Brainstorming	Explain the use of brainstorming in planning. Pass out Handout #7 and outline the guidelines for effective brainstorming.	
Newsprint and Magic Marker	Review the purposes of FHA/HERO. Post on newsprint or board. Divide students into groups of five and ask them to pick one purpose, brainstorm on an activity to illustrate that purpose, and then design a plan for carrying out that activity.	Design a project using the PLANNING PROCESS worksheet; discuss and analyze steps needed for planning.
	Ask a representative of each group to report on the group's plan. Encourage the student to focus on the description of their use of the PLANNING PROCESS.	Report on how effectively brainstorming resulted in a creative approach to the task.

Lesson Number Six
ENCOUNTER for Self-Awareness

Materials	Teacher Activity	Student Participation
	Outline the purpose of the next two lessons; - Explain that the PLANNING PROCESS can be used for accomplishing personal, as well as group goals. - Describe ENCOUNTER (refer to the Information Sheet, the ENCOUNTER booklet, and chapter three of this manual.) - Explain that people can change if they really want to.	
Paper bags for each student	Divide the class into groups of five. Explain the "I See Me" activity:	Students engage in the "I See Me" activity:
	- Give each student a paper bag. - Explain that these self-descriptive items can be called "inner reflections."	- Students write five things that they like about themselves and five things they dislike about themselves on slips of paper and place them in the paper bag.
	- Ask students to pass the bags around to each member of their group. - Encourage students to express these "impressions" in clear, specific terms. Call them "outer reflections."	- In turn, each person notes an "impression" - an idea or feeling about the bag's owner on the outside of each bag.
		- In the small group setting students compare the "inner-" and "outer reflections." - They discuss their own, not the other group members' areas of needed change. - They discuss possible ENCOUNTER goals.

Materials **Teacher Activity** **Student Participation**

TM #3: The PLANNING PROCESS

Show Transparency #3.

Explain ENCOUNTER steps:

Identify concerns:

- Make the commitment to begin a personal change and, as in the "I See Me" activity, identify the area(s) of change.

Set your goal:

- Make sure your goal is realistic, clearly stated, and specific.

Form a plan:

- Set time commitment.
- Identify the behaviors necessary to effect the change.
- Decide how success shall be measured and rewarded. Insure that there is agreement between your goal statement and how you determine success.

Act:

- Carry out your plan.

Follow up:

- Analyze your results and what they mean to you.

Lesson Number Seven
ENCOUNTER for Self-Awareness

Materials	Teacher Activity	Student Participation
Film: Unique "U"	View Unique "U"	
	Review ENCOUNTER steps.	
	Inform students that they will be expected to design personal ENCOUNTER projects. Establish a due date.	
	Ask class for an example of a possible area of concern and use the PLANNING PROCESS to design a self-improvement program.	
Newsprint and felt tip pen	Develop an example project on newsprint or board.	Students help teacher brainstorm related concerns.
	Example: General Area of Concern: Personal thoughtlessness.	
	◎ **Identify concerns:** - Repeatedly being tardy - Having habit of not listening to others and of interrupting - Forgetting promises - Not keeping secrets	
	↑ **Set a goal:** - "To decrease the number of times a day that I interrupt friends and family members while they are speaking."	Students help teacher phrase a realistic and measurable goal.
	◻ **Form a plan:** a. I will find out how often, on the average, I interrupt others in the course of a day. I will ask my friend to help me keep count for three days.	Students help teacher develop logical planning. Find out how often undesirable behavior occurs.

Materials	Teacher Activity	Student Participation
	b. I will establish a two week period during which to cut down my interrupting to half of what it is now.	Set a reasonable time period.
	c. I will keep count and ask my friend to also help me count.	Determine how success will be measured.
	d. On any day that I interrupt two fewer times than my average, I will call my friend to tell him/her I think I deserve praise for this improvement.	Establish a plan for rewarding improvement.
	e. On any day that I interrupt five fewer times than my average, I will buy myself a treat.	
	f. After two weeks, I will review my goal and, if I have met it, I will buy myself those white mittens I have been wanting.	

Act:

Materials	Teacher Activity	Student Participation
	a. Friends and family members assist in supporting the behavior change. b. Count number of times a day I interrupt others.	Students help teacher develop a list of possible barriers to be surmounted and external supports important to carrying out the project.

Follow up:

Materials	Teacher Activity	Student Participation
	a. Have I met my goal? b. If I haven't met my goal - and I am still interrupting others more often than I'd like - was my goal: - unrealistic; should I have allotted more time? - unrealistic; should I have expected a slower rate of decrease? - too easy to achieve? - unclearly stated; am I not sure whether or not my behavior has changed?	Students develop a list of questions with which to evaluate an ENCOUNTER project.

Materials **Teacher Activity** **Student Participation**

- not important enough; did I lose interest in achieving my goal?

c. What have I learned about setting and achieving goals that I can use next time? (Refer to Appendix III-G, page 127 for a list of helpful evaluation questions.)

NOTE: This example is not designed specifically to be shared with students but rather as a prototype of what the activity will aim for.

Lesson Number Eight
Individual ENCOUNTER Projects

Materials	Teacher Activity	Student Participation
		Students will design individual ENCOUNTER projects.
		When each has completed the individual plan, the plan is shared with a classmate for comment and constructive criticism.
		The class reconvenes and discusses individual ENCOUNTER plans for projects.
	Discuss the time frame and specific requirements for completing ENCOUNTER project. These, of course, will vary from class to class.	

Lesson Number Nine
Unit Review

Materials	**Teacher Activity**	**Student Participation**
HO #8: Mailagram	Provide Handout #8.	
	Explain how to use the Mailagram: each student writes a question about FHA/HERO, the PLANNING PROCESS, or ENCOUNTER on the Mailagram. The Mailagrams are distributed so that students each get one - not their own - and answer and return it to the original sender.	
	Read answered Mailagrams out loud to the class. Discuss the responses, encouraging students to add information and correct inaccuracies, if necessary.	Students review the unit by sending and answering Mailagrams.
	Review other important unit material not covered by the Mailagram.	
	Encourage and respond to questions about the unit and about the organization.	
	Describe the test to be given.	

Lesson Number Ten
Unit Test

Materials	Teacher Activity	Student Participation
	Give a short test about FHA/HERO.	Students take test.
	After the allotted time, collect the test and discuss the answers. Encourage student feedback.	
		Students report on the status of their ENCOUNTER projects.

SAMPLE FHA/HERO QUIZ

1. What are the FHA/HERO colors and what do they represent?
2. Draw the FHA/HERO emblem.
3. What do the letters FHA represent?
4. What do the letters HERO represent?
5. Who may be a member of FHA/HERO?
6. Give one purpose of FHA/HERO.
7. What is the FHA/HERO flower and what does it represent?
8. How does FHA/HERO relate to homemakers today?
9. What are the three symbols of ENCOUNTER and what do they represent?
10. What is "Brainstorming?"
11. What are the steps to use in the PLANNING PROCESS?
12. Write the FHA/HERO Creed.

UNIT PLAN

HANDOUTS

HANDOUT #1: The Objective and Purposes of FHA/HERO

The objective of FHA/HERO is:

> To help youth assume their roles in society through home economics education in the areas of personal growth, family life, vocational preparation, and community involvement.

Its purposes are:

1. To provide opportunities for self-development, for preparation for family and community living and for employment;
2. To strengthen the function of the family as a basic unit of society;
3. To encourage democracy through cooperative action in the home and community;
4. To encourage individual and group involvement in helping achieve worldwide brotherhood;
5. To institute programs promoting greater understanding between youth and adults;
6. To provide opportunities for decision making and assuming responsibility;
7. To create an awareness of the multiple roles of men and women in today's society; and
8. To develop interest in home economics, home economics careers, and related occupations.

HANDOUT #2: Levels of Organization

THE FHA/HERO ORGANIZATIONAL LEVELS

The FHA/HERO organization can be compared to a tree. The roots of the organization are in home economics education and Federal vocational legislation. The trunk of the tree is like the National Staff, Executive Council, and Board of Directors. The large boughs are the states, the limbs are the regions, and the leaves are the local chapters. The blossoms are individual students.

The following is a description of the various levels of the organization.

National Level: The national organization is composed of members of all the FHA/HERO chapters in all the 50 states, Washington, D.C., Puerto Rico, the Virgin Islands, and Guam. The national level is made up of

1. National Board of Directors
2. National Executive Council (the national FHA/HERO officers elected at national meetings)
3. National Headquarters Staff

The National Staff provides national public relations programs, national publications, and national programs for relating the chapter activities to the home economics education curriculum.

The National Executive Council provides the youth input into the decision-making processes. Each year the council plans and conducts a National Leadership Conference to develop leadership, elect national officers and conduct official business.

The National Board of Directors is composed of adult representatives from home economics and business, and five youth representatives.

State Level: The Missouri Association of the Future Homemakers of America is made up of thirteen regions and of local chapters within the regions. The state association is under the guidance of a state adviser employed by the vocational home economics section of the Department of Elementary and Secondary Education. The state association has a state executive council consisting of state vice president from each region. The executive council has the basic responsibility of planning and presenting the annual state leadership conference and of promoting FHA/HERO at various functions throughout the year.

Each spring the state leadership conference is held to involve students in FHA/HERO activities and to elect the state president, state first vice president, and national officer candidates (providing Missouri is eligible for such), and National Committee member. The date and location of the planned conference is included in the beginning-of-the-school-year mailing from the State FHA/HERO adviser.

Regional Level: There are thirteen regions which comprise the Missouri State Association of FHA/HERO. Each has an elected slate of officers. These officers are assisted by the regional adviser and an assistant regional adviser who are home economics instructors at the schools key officers attend. Each region holds a fall meeting during which leadership training sessions are held.

Local Level: Chapters are active in schools where organized home economics instruction is offered. A qualified home economics instructor is the adviser.

HANDOUT #3: Scavenger Hunt List

List for Scavenger Hunt:

1. Who publishes Teen Times?
2. Find one example of FHA/HERO relating to another age group.
3. Find 3 examples of chapter ideas and activities.
4. Who is the National president?
5. Find one example of an activity passed down from the National office to the chapters.
6. Find a poem telling what FHA/HERO really is.

HANDOUT #4: The FHA/HERO Creed

The poem below is the FHA/HERO Creed. Take five minutes to read it and memorize as much of it as you can. Your teacher will divide the class into two teams and ask a member of one team to recite as much of the creed as s/he can remember. At the point where this person forgets or makes a mistake, a member of the opposite team will be asked to take over where the first person left off. Again, when this person makes a mistake or forgets, a different member of the first team will take over. The first team to either complete the creed or get furthest in memorizing it will be declared the winner.

We are the Future Homemakers of America.
We face the future with warm courage and high hope.

For we have the clear consciousness of seeking old and precious
values,
For we are the builders of homes,
Homes for America's future,
Homes where living will be the expression of everything that is
good and fair
Homes where truth and love and security and faith will be realities,
not dreams.

We are the Future Homemakers of America.
We face the future with warm courage and high hope.

HANDOUT #5: The PLANNING PROCESS - Steps for Planning

Identify concerns

- Brainstorm to get all ideas out or state the activity or problem you want to tackle if already determined.
- Evaluate your list and narrow it down to a workable idea or project that interests and concerns some or all of your members.

Set your goal

- Get a clear mental picture of what you want to accomplish and write this down as your goal.
- Make sure your goal is one that can be achieved and evaluated; consider available resources.

Form a plan

- Decide how your goal will be reached.
- Figure out the who, what, where, when, and how.
- List the abilities, skills, and knowledge required on your part.
- List other available resources, such as persons, places, publications, and funds.
- Make a workable time table to keep track of your progress.
- List possible barriers you might face and possible alternate plans.
- Decide ways to recognize your accomplishments along the way.

Act

- Carry out your group or individual plan.
- Use family and community members, advisers, committees, task forces, and advisory groups when needed.

Follow up

- Determine if your goal was met.
- List ways you would improve your project or planning for future reference.
- Share and publicize your efforts with others.

HANDOUT #6: The PLANNING PROCESS - Project Planning Worksheet

Identify concerns:

Set your goal:

Form a plan:

Act:

Follow up:

HANDOUT #7: Brainstorming Rules

Rules for
Brainstorming

1. List every idea.
2. Don't discuss.
3. Don't judge.
4. Allow repetition, it's okay.
5. Give every member a chance.

ENJOY YOUR SILENCES

HANDOUT #8: Mailagram

western onion

MAILAGRAM

Send the following message, subject to the terms on back hereof, which are hereby agreed to.

TO ,19

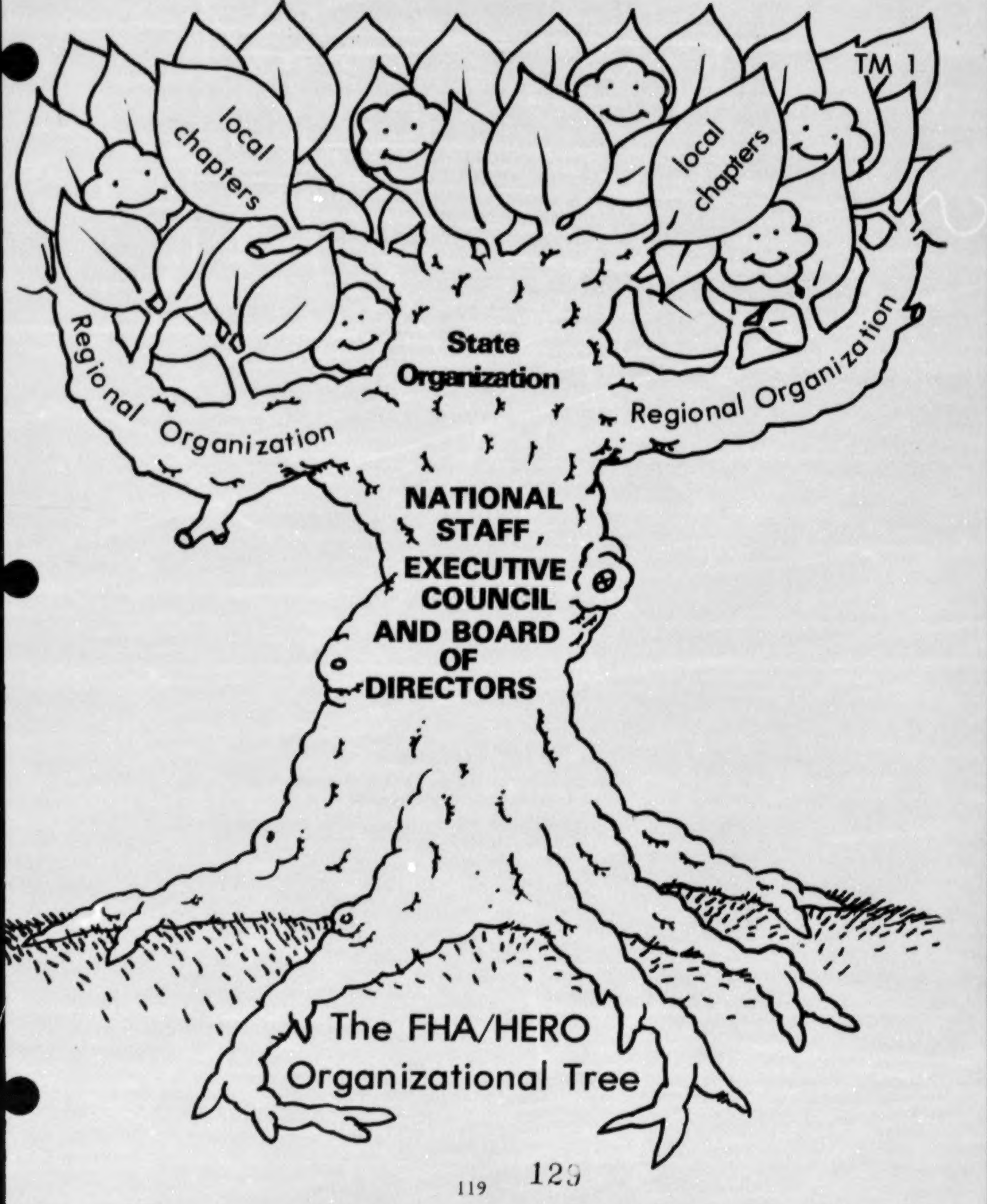
STREET AND NO. CARE OF OR APT. NO.

CITY AND STATE TELEPHONE ZIP CODE

SENDER'S TEL. NO.

NAME AND ADDRESS

TM 1

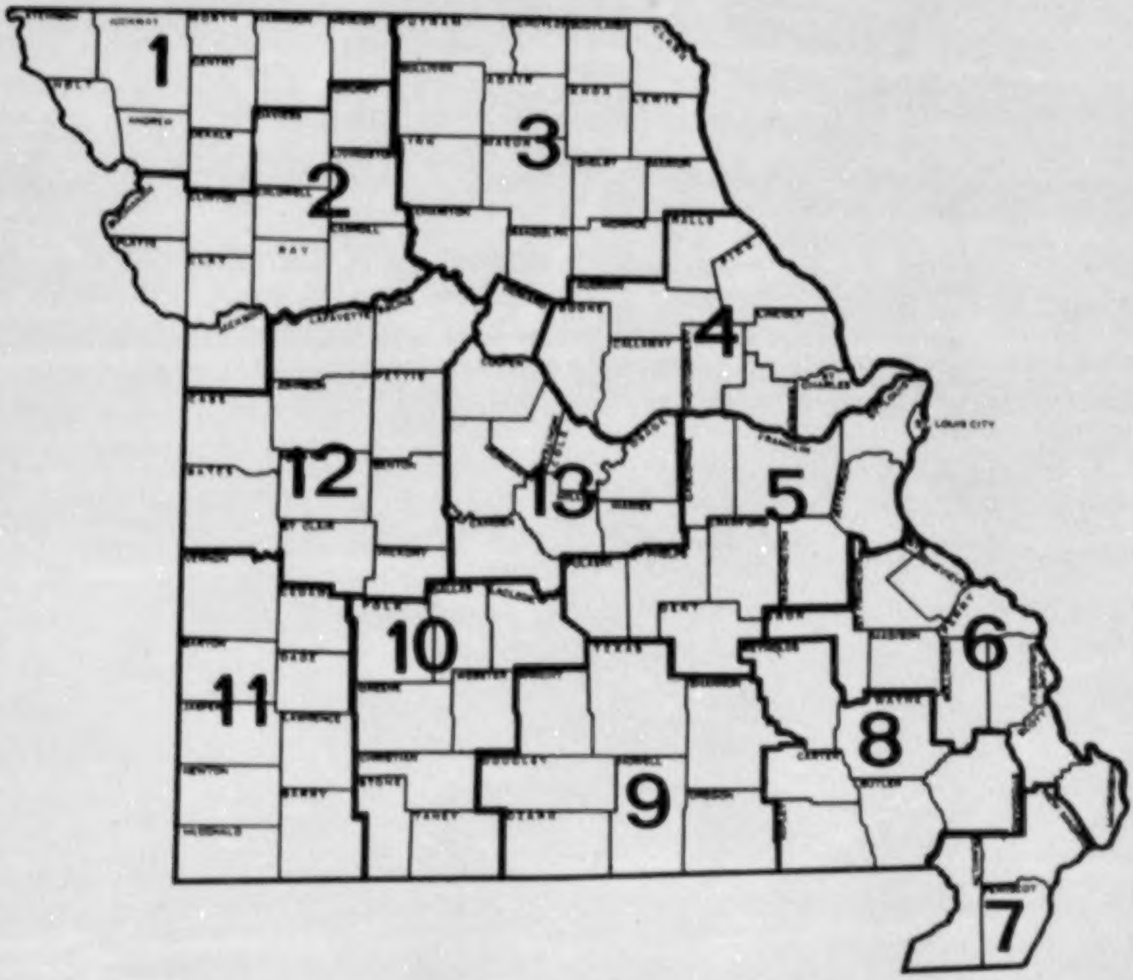

local chapters
local chapters
Regional Organization
Regional Organization
State Organization
NATIONAL STAFF, EXECUTIVE COUNCIL AND BOARD OF DIRECTORS

The FHA/HERO Organizational Tree

TM 2

Missouri

FHA / HERO Regions


1
2
3
4
5
6
7
8
9
10
11
12
13
RAY

TM 3

The PLANNING PROCESS

Identify Concerns

Set Your Goal

Form A Plan

Act

Follow Up

Appendix III - E

SAMPLE OFFICER QUALIFICATION FORM

OFFICER QUALIFICATION FORM

Name ____ Grade level _________

Home Address __________________________________ Home Phone ________

City _________________________ State __________ Zip Code ____________

Office Sought: Pres. ________ 1st Vice _________ 2nd Vice _________

Secy. ________ Treas. ________ Parliamentarian _________

Reporter ________ Historian _________ Recreation Leader _________

Student Council Representative _________

1. I have made the following contributions to the Future Homemakers of America:

   Chapter Level:

   Regional Level:

2. I have made the following contributions to my home, school, and community through FHA/HERO activities:

   HOME:

   SCHOOL:

   COMMUNITY:

3. I have completed _______ years of membership in an affiliated chapter. I have satisfactorily completed _______ semesters of home economics instruction. I am currently enrolled in home economics: Yes ______ No ______

   As an officer, it will be necessary that you attend executive council meetings, regional officers workshop, and regional meetings. You must be aware of these as an officer duty assignment.

   Please have your parents read and sign this form.

______________________________ ______________________________

Candidate's Signature Parent's Signature

Teacher Recommendation:

Appendix III - F.

PLANNING SHEET

Group or student ____________ Meeting room ____________

Date ____________ Time ____________

People attending ____________

Purpose ____________

<table>
<tr><th>Concerns</th><th>Goal</th><th>Work Plan</th><th>Activity</th><th>Follow up</th></tr>
<tr><td rowspan="4">Brainstorming List:</td><td rowspan="4">(Remember: Measurable, specific, realistic).</td><td>Who?
What?
By When?
Where?</td><td rowspan="4">(For example: # of times an unwanted behavior occurs)</td><td>(Use in conjunction with Evaluation Form)
Evaluators:</td></tr>
<tr><td>Resources Needed:</td><td>Measure of Success:</td></tr>
<tr><td rowspan="2">Equipment and materials needed:</td><td>Accomplishments:</td></tr>
<tr><td>Changes to be made next time:</td></tr>
</table>

Appendix III - G

SAMPLE EVALUATION FORM

(To be used from the time of the initial formulation of the project until its conclusion.)

Student or Group Name ______________________________

Project Participants ______________________

____

____

____

Concerns identified

____

____

____

Goal set:

____

____

____

Activity actually accomplished ______________________

____

Was the goal realistic? If not, why not? ______________________

____

Was it measurable? If not, why not? ______________________

____

Was it specific as to time involved? ______________________

Was it specific as to measure of success? ____________________

Was it specific as to activity to be performed? ____________________

Plan

What? ____________________

Where? ____________________

When? ____________________

Who? ____________________

Resources ____________________

____

____

Were these plans sufficiently specific? If not, why not?

____

____

____

Were these plans realistic? If not, why not? What changes would you make in your planning next time?

____

____

____

Activity:

Did you achieve what you planned? What areas of your project changed from your original plan?

____

____

____

Was this a good project to undertake? If not, why not?

How did your project make you feel (e.g., good about yourself, concerned about the need for future change, sad or frustrated because ..., overwhelmed because ..., powerful, confident because ...,)?

Follow up:

Did you give yourself enough time early in the project to set up an evaluation process? If not, what was the effect?

If yes, how was this helpful?

Is this evaluation form helpful?

If not, what changes will you make to develop a better form next time?

____

____

____

What changes will you make on your next project?

____

____

____

Have you congratulated yourself on your successes in this project? These successes were (not necessarily identical to goal):

I learned about:

I had a chance to work with the following people:

I had the following new experience:

I achieved all or part of my goal.
(Remember that working towards a goal is both a measure of growth and an achievement in itself!)

Student signature: ______________________________

Date: ________

Adviser comments:

Adviser signature: ______________________________

Appendix III - H

SAMPLE ENCOUNTER ANALYSIS CHART

Open-Ended Sentences

Complete the following sentences with an ending which most clearly tells your true feelings.

1. The thing I like most about myself is...
2. The thing I like least about myself is...
3. I feel most self-conscious when...
4. I feel most self-conscious about...
5. The thing I like most about my friends is...
6. I feel scared when...
7. The thing I most fear is...
8. I feel good about myself when...
9. I want people to think I am...
10. My home is...
11. I wish I could...
12. If I could change anything about me it would be...
13. If I could change one thing about my family, it would be...
14. In ten years, I hope to be...
15. I think I could help people most by...
16. I hope I never...
17. If I could do one thing for the world it would be...
18. To me, love means...
19. The thing I like most about school is...

Appendix III - I

Regular evaluation of chapter activities is important if continual improvement and progress are to be a part of a successful chapter program. The following is a suggested chapter evaluation:

Effective Chapter Evaluation *

1. Program is based on interests, concerns, and needs of members and is related to Home Economics.
    a. Have projects and activities been selected which will help the members reach their objectives?
    b. Do the objectives, projects, and activities help to extend Home Economics learnings?
2. Members know and understand FHA/HERO purposes and organization.
    a. Do members know the overall goal of FHA/HERO and the eight purposes? Are they able to interpret these to others?
    b. Can members explain the structure of the organization?
3. Officers, advisers, and leaders know their responsibilities and carry them out effectively.
    a. Are the officers elected on the basis of their qualifications?
    b. Are officers, advisers, and leaders able to work cooperatively with members?
    c. Are officers dependable in carrying out their responsibilities?
4. Members participate actively in the chapter's projects.
    a. Do members work together in planning and carrying out chapter activities?
    b. Do members accept responsibilities willingly for various tasks?
    c. Are meetings well-attended and members enthusiastic?

---

* Adapted from Florida Handbook for Advisors of FHA/HERO, 1978. Patricia Trippe, State Vice-President of Recreation, 1977-78.

5. Chapter participates in district and state meetings.

   a. Does the chapter attend district and state meetings?

   b. Are candidates for district and state offices regularly nominated?

   c. Does the chapter accept responsibilities for district and state meetings?

6. Chapter receives support from school administrators, parents, and community.

   a. Does the school administrator support the chapter and is he/she regularly informed of its activities?

   b. Are chapter parents involved in chapter activities in a meaningful way?

   c. Does the chapter receive community support for its activities and does the chapter inform the public of its activities?

Appendix III -J

EVALUATION CHECKLIST:
Money Making Activities Project

Student Name ____

1. From this project, I/we expect to learn about:

2. I/we need and have obtained approval from the following people:

Person	Approval Date

3. This project is related to home economics and chapter goals and purposes in the following way:

Goal	Way project relates

4. Check off the following:

	Yes	No
Members can work together on it.		
Item being sold/activity being promoted is necessary/beneficial to the consumer.		
Enough time is being allotted.		
PLANNING PROCESS procedures are being established.		
Evaluation procedures are being established.		

5. Money Makers:

$$ needed for project (itemize):

Item	Amount

Profits expected:

Appendix III - K

SAMPLE CHAPTER FINANCE PLAN

Money needed for:	Amount needed	Date needed	Fund raising activity	Activity date	PROCESS PLANING date	Approval signatures	Project manager	Project participants

Appendix III - L

SAMPLE PARLIAMENTARY PROCEDURE QUIZ

In order to conduct well-organized meetings, it is necessary for students to know basic parliamentary procedure.

1. What is the written record of a meeting called?

2. Which is read first, the treasurer's report or the secretary's report?

3. To gain the floor, a member must be recognized by the _______________ of the chapter.

4. What is the meeting agenda?

5. Who calls the meeting to order?

6. Who handles monies the chapter may have?

7. Which is correct?

    a. I move that...(followed by proposal)

    b. I make a motion that...(followed by proposal)

8. What is the ending of a meeting called?

9. How many motions may be put on the floor at once?

10. What is a majority?

11. List one duty of each of the following officers:

    a. parliamentarian -

    b. vice-president -

    c. reporter -

    d. president -

    e. historian -

    f. treasurer -

    g. secretary -

12. Which comes first?

    a. discussion of new business

    b. discussion of unfinished business

13. What does it mean if you have the floor during a meeting?

14. What does it mean to debate?

15. Which is given first during a business meeting?

    a. Standing committee's report.

    b. Special committee's report.

Appendix III - M

ANSWERS

1. minutes
2. Secretary's report
3. Chairperson
4. an outline or list of items of business to be discussed at a meeting.
5. Chairperson (president)
6. treasurer
7. a. "I move that..."
8. adjournment
9. only one
10. one person over half
11. Refer to page 16 in this handbook.
12. b. discussion of unfinished business
13. You have been recognized to speak.
14. To discuss the motion
15. a standing committee's report

Appendix IV

A. Suggested Projects and Activities

B. Suggested Learning Games for Classroom and Chapter Meetings

Appendix IV - A

SUGGESTED PROJECTS AND ACTIVITIES

The following events are designed to be integrated into the home economics instructional program. They are organized into areas of emphasis and include a miscellaneous listing of activities that may be included with any course offering. Classroom time may be spent in planning, producing, and evaluating the activities in coordination with the objectives of the instructional program. For example, food may be prepared either according to home methods or assembly line productions, depending on which approach students are learning.

Human Development and The Family

1. Sponsor a family recreation night.
2. Coddle an egg for a week to learn about the responsibilities of parenthood.
3. Sponsor a Movie Day showing films in regard to parenting.
4. Develop parenting pamphlets.
5. Develop displays on human relations or family life education to be shown at the school's Open House.
6. Ask an obstetrician to share problems she/he handles that are special to teenage pregnancies.
7. Invite a geneticist to speak to the class about genetic diseases.
8. Invite a guest speaker from La Leche League and LaMaze.
9. Visit a maternity ward.
10. Promote a "Baby Day" and invite both mothers and babies.
11. Invite an obstetrician, pediatrician, or public health nurse to speak about childbirth and children.
12. Visit several child daycare centers and compare facilities, supervision, etc.
13. Compare the cost of children's clothing, food, furniture, and toys in several different stores.
14. Sponsor an Easter egg hunt for children.
15. Develop a Santa's Dream Land for children.
16. Provide babysitting services for the children of people in adult classes and school activities.

17. Compile a babysitter's packet.

18. Train students to speak on subjects related to parenting or child care by developing a PEP Squad. PEP stands for Peers Educating Peers.

19. Work with Head Start children.

20. Invite a representative from the March of Dimes or Family Youth Services to speak.

21. Develop a poster campaign on birth defects, child abuse, etc.

22. Prepare and present puppet shows, talks, or skits concerning birth defects or child abuse.

23. Conduct a regular story hour for children.

24. Plan a Halloween or Christmas party for children.

25. Plan an un-birthday party for a local daycare center.

26. Have a pen pal exchange with elementary children. Write to children about such subjects as the dangers of tobacco and alcohol or the importance of good nutrition.

27. Develop skits, assemblies, newspaper articles, radio, or television spots on issues such as teenage marriages and pregnancies, alcoholism and drugs, V.D., divorce, and child abuse.

28. Gather data about the cost of housing and daycare services in the community. Draw conclusions and publish results about the financial implications of teenage parenthood.

29. Sponsor a "No Kidding Around Day" emphasizing the need for preparation for parenthood.

30. Invite a speaker from the Mental Health Association to speak about adolescent life pressures and teenage suicide.

31. Invite a marriage counselor to speak.

32. Arrange for a computer dating match game.

33. Develop a puppet show on human relations. The puppet show could be used with elementary or junior high students.

34. Do a survey on the changing roles of men and women. Follow with a written newspaper article.

35. Organize a chapter-wide presentation on displaced homemakers.

36. Visit a center for the handicapped.

37. Assist nursing home and hospital patients and home shut-ins by reading to them, entertaining them, visiting them, or writing letters for them.

38. Adopt a grandparent.

39. Host a senior citizen day in your class. Invite senior citizens to come and show crafts, etc.

Consumer Education

1. Compare foods costs at various supermarkets.

2. Participate in a quality taste and price comparison of foods such as peanut butter and tuna. Hide the name of labels and prices so students can choose honestly.

3. Prepare a convenience foods meal. Compare cost, time involved, and quality of food with homemade foods.

4. Plan a weekly market list. Visit a local market and role play the purchase of the foods. Divide the class into groups with each group representing a family group, such as young marrieds or a family with adolescents. Compare the costs for each family group.

5. Invite a business representative to speak about quality of clothing, shoes, or other products.

6. Have classroom members contribute to and conduct a rummage sale.

7. Participate in mock buying of an automobile, mobile home, or house.

8. Participate in mock purchases of clothing, home appliances, insurances, family vacations, etc.

9. Practice completing income tax forms.

10. Invite a Social Security agent to speak.

11. Organize a project to encourage students to obtain Social Security numbers.

12. Role play various families who use credit: Family A has minimum credit; Family B has average credit; Family C has maximum credit. Discuss possible benefits and problems.

13. Invite a speaker from a Credit Union.

14. Role play investing.

15. Invite an attorney to speak on fraud, broken contracts, bankruptcy, wills, etc.

16. Study the propaganda involved in advertisement. Design your own product and package.

17. Become involved with legislation affecting the consumer.

Housing and Home Management

1. Invite elderly citizens to discuss housing in the community fifty years ago and compare with housing of today.

2. Organize a house tour of unique homes in the community.

3. Organize a tour of local homes at Christmas time for the community.

4. Visit buildings and observe architectural features, restorations, and renovations.

5. Participate in mock buying of a home.

6. Design the interior of a miniature model home.

7. Arrange with a local contractor to design the interior of a home being built. Many classes work with a building-trades class that is building a home.

8. Purchase a needed appliance for the home economics department by letting students compare the prices and quality of various appliances.

9. Spruce up the home economics department or the teachers' lounge by redoing the interior.

10. Invite a home economist from a power company to speak on lighting, appliances, and kitchen planning.

11. Visit a carpet store, and compare prices and qualities of floor coverings.

12. Visit a furniture store and compare furniture styles, quality, and prices.

13. Make curtains or draperies for a department in the school.

14. Restore furniture and furnishings at school.

15. Care for school lawn and flower bed.

16. Decorate a Christmas tree for the school or home economics department.

17. Make Christmas home decorations for sale or gifts.

18. Develop an FHA/HERO placemat, have it printed, and donate a supply to local restaurants for use during FHA/HERO week (also available ready made from Balfour, the official supply company for emblematic FHA/HERO materials).

Clothing and Textiles

1. Visit an alterations shop.
2. Repair and renovate clothing for disadvantaged groups.
3. Make ditty bags for the Red Cross.
4. Conduct a fashion show to illustrate historical costumes.
5. Make Christmas stockings for kindergarten or elementary school children.
6. Make an old-fashioned patchwork quilt to raffle.
7. Make purses from old jeans.
8. Make placemats and napkins for the home economics department.
9. Design a clothing display: "Clothing of Yesterday" or "Clothing for Tomorrow."
10. Start a clothing repair shop.
11. Have a bazaar and sell items made by students.
12. Organize and sponsor a fashion show during which foods and nutrition students serve a salad buffet.
13. Construct garments for Head Start children or disadvantaged children.
14. Construct stuffed animal toys to give to handicapped children.
15. Construct costumes for the local drama department.
16. Make and sell fabric heart pillows with personalized embroidery.
17. Develop a skit showing the effect clothing has on first impressions and on a positive self-concept.
18. Visit a clothing manufacturer to observe construction techniques.
19. Visit department stores to compare quality of ready-made clothing.
20. Visit a dry-cleaners to learn about care of clothing.

Food and Nutrition

1. Make nutrition posters for National Nutrition Week.
2. Set up mock restaurants or supermarkets.

3. Distribute food baskets for the disadvantaged.

4. Organize a cookbook of favorite recipes of FHA/HERO members. Let members illustrate it with guidance from the art department.

5. Have a career booth with representatives and displays of various food-related careers.

6. Cater civic and school functions.

7. Operate a concession stand selling nutritious snack foods.

8. Provide all types of ice cream and trimmings at a "Make-Your-Own-Sundae Party" or have a banana-split party.

9. Sponsor a pancake or waffle breakfast for the community.

10. Prepare "Brown-bag Breakfasts" for sale to students who arrive at school early; include fruit, cheese on muffin, peanut butter sandwich, granola, etc.

11. Develop a nutrition checklist to give to elementary students so they can review their daily diet habits.

12. Invite a caterer to demonstrate his/her skills and talk about job opportunities.

13. Compare the nutritional value, caloric content, and cost of a fast-food meal versus a meal prepared at home or a school lunch.

14. Become involved with the school lunch program. Invite the school lunchroom manager to explain the program. Assist through a program planned to promote acceptance of new foods by students to lessen plate waste and to establish a pleasant lunchroom atmosphere.

15. Prepare a salad bar for teachers and students once a week.

16. Sell a community cookbook featuring low-calorie, high nutrition foods.

17. Working with drama department, organize a dinner theatre or dessert theatre.

18. Sell foods made in assembly-line fashion; include breads, rolls, pizza, etc.

19. Develop a nutrition coloring book for younger children.

20. Prepare a meal (Christmas, Thanksgiving) for senior citizens.

21. Write and give a puppet show or skit on nutrition for elementary children.

22. Conduct a diet survey at school. Publish the results.

23. Set up nutritional displays in the local supermarkets.

24. Sponsor a nutrition break at school during National Vocational Education week.

25. Develop pamphlets on nutrition to share with junior high or elementary students.

26. Sponsor a buffet of foreign foods. Invite a foreign language class to attend.

27. Prepare nutritional refreshments to be served at a School Board meeting.

28. Plan a nutritional buffet for a special FHA/HERO activity.

29. Make fortune cookies with sayings about FHA/HERO during National Vocational Education Week. Arrange to serve cookies on lunch trays.

30. Sponsor a nutrition cart at school and special events; sell apples, oranges, and bananas.

31. Fill vending machines at school with nutritious snacks.

Family and Individual Health

1. Conduct a study of the benefits of different exercise techniques. Hold a physical fitness session for aerobic dancing and exercising.

2. Compare advantages and disadvantages of as many diets as possible.

3. Analyze dietary needs of individuals with specific health problems - diabetes, obesity, etc.

4. Discuss effects of anorexia and bulimia on health.

5. Participate in a Handicap Day at school during which students use wheel chairs, crutches, blind-folds, etc.

6. Have a speaker from the American Cancer Society, Heart Association, etc.

7. Sponsor a "No Smoking" campaign.

8. Sponsor C.P.R. classes.

9. Invite a Public Health Nurse to speak.

10. Visit an alcoholic ward or have a speaker to speak on alcoholism.

11. Survey services offered by health agencies in the community.

12. Sponsor a safety campaign with elementary children.

13. Sponsor a school-wide program about violence to women.

14. Invite a V.D. investigator to speak.

15. Invite a physician to speak about health problems related to the diet: heart disease, obesity, anorexia nervosa, bulimia, etc.

16. Exchange letters on health habits with elementary students as pen-pals.

17. Visit a Burn Center or Poison Control Center. Arrange for speakers from the centers.

18. Role play hospital admittance as patients with and without insurance.

19. Visit a local hospital and speak with hospital administrator.

20. Have an insurance agent to speak on dental and medical insurance.

21. Visit a hospital kitchen.

22. Visit a state mental institution.

23. Visit a cancer hospital.

24. Invite a county or state health inspector to speak on sanitation in public places.

25. Collect unused Christmas cards and send them to mental hospitals for craft projects.

26. Decorate a local nursing home or hospital for a special occasion.

Miscellaneous

1. Host a Career night for the school highlighting home economics related occupations.

2. Sponsor pen-pal exchange with a neighboring FHA/HERO organization.

3. Schedule television or radio interviews to promote FHA/HERO.

4. Ask local motels to put FHA/HERO news on their marquees, such as FHA/HERO Week, State Conference, and big local FHA/HERO news.

5. Have a "Get-acquainted Get-together" for members and sponsors of all vocational-student organizations in your school. Share purposes and goals.

6. Contact civic clubs to determine ways in which FHA/HERO can assist them with some of their projects.

7. Set up displays for county fairs and for community and school showcases.

8. Sponsor a Career Day with the Guidance Department.

9. Conduct a community survey on the image of FHA/HERO and follow up as appropriate.

10. Present an effective assembly program.

11. Develop a program about FHA/HERO and offer to civic groups, radio, television, P.T.A. and/or school groups.

12. Volunteer services to charitable organizations.

13. Offer services at school or civic functions, such as ushering or hosting.

14. Encourage legislative understanding through discussions and guest speakers, and through awareness campaigns.

15. Welcome new teachers and new students.

16. Publish an FHA/HERO newsletter or FHA/HERO column in school paper.

17. Wear official colors of red and white on FHA/HERO color day.

18. Invite parents to school for Open House and Parents Appreciation Night.

19. Sponsor a "Rent-A-Kid" Day when students perform a day's worth of odd jobs for a fee.

20. Decorate lockers of FHA/HERO members on birthdays.

21. Organize a Parent-Member Banquet.

22. Throughout the year, take slides of chapter activities to use for recruitment and publicizing FHA/HERO.

* Adapted from: Florida Handbook for Advisors of FHA/HERO, Florida Association, Future Homemakers of America/Home Economics Related Occupations, 1978.

Appendix IV - B

THE PEOPLE TREE

Give each student construction paper, scissors, tape, and a marker. Instruct each student to make a symbol that tells something unique about him/herself.

At the front of the room, post a picture of a large tree. The tree can be drawn on butcher paper. Ask each student to place his/her symbol on the tree and explain why the symbol is unique. The symbols form the leaves of the tree; tape them on it.

Discuss how everyone is a unique individual.

BAG IT

Give each student a medium size paper bag, magazines, scissors, and glue or tape.

Ask the students to cut pictures from magazines which represent how they feel other people see them. They should glue these pictures to the outside of their bag. They should then cut pictures which represent how they see themselves. These pictures should be put inside the bag. Divide students into groups and have each individual tell why the pictures were chosen.

The adviser should encourage students to be very thoughtful in selecting pictures which represent the two categories. This exercise should encourage individuals to look honestly at the personality they project as well as their own inner thoughts about themselves.

PLATTER CHATTER

Brainstorming Technique. Give each student a paper plate with an open-ended sentence such as, "The thing that concerns me most about my FHA/HERO chapter is..." Ask the students to complete the sentence and throw the plate. Students continue to complete the sentence and throw the plates until each plate has 3 to 7 completions.

Instruct students to look at the back of their last paper plate. Plates should be numbered one through four. Instruct students to form groups according to the number on their plates. Ask each group of students to read aloud all the unique endings to each sentence. Then, the group should work together to develop the best possible ending for the sentence.

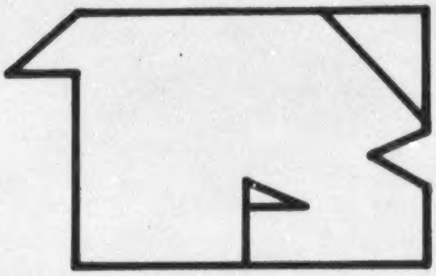
One student from each group should act as a reporter and report how and why the group completed the sentence as it did. As a last step form a final ending to the sentence from the four possible group endings.

BALLOON STORMING

This is another technique to use in brainstorming. Give each student a slip of paper with a number, one to four, on the back. Each student should also have a balloon. Have each student write one idea pertaining to the subject. The slips of paper are then folded and placed in the balloons. Blow up the balloons. Have students bounce balloons back and forth for a short time. Each student should take one balloon and pop it. Then, students should group themselves according to the numbers on the back of the paper. Instruct students to consider each idea on the paper they have. As a group, they may then proceed through the succeeding steps of the PLANNING PROCESS.

COMMUNICATION SKILLS

Recruit four volunteers. Ask two of the volunteers to leave the room until they are called in. Conceal the following geometric drawing until instructions are given.



A. One-Way Communication:

One volunteer will turn his/her back to the drawing and face a chalkboard. S/he is given instructions to be drawn on the chalkboard. The person does not ask any questions and may not look at the drawing being described.

The other volunteer faces the geometric drawing and gives instructions to the person who is drawing on the chalkboard. The person giving instructions may not look at the chalkboard or ask questions. This process continues until the instruction-giver feels that the receiver has completed the drawing.

B. Two-Way Communication:

Instructions: Repeat the same process, except that the volunteers may ask questions. They may not look at the other's drawing. Follow both processes with a discussion concerning the importance of good two-way communication.

STORY TELLING

Ask for nine volunteers. Have eight of the volunteers leave the room. Tell a story to the ninth volunteer. Bring one volunteer back into the room. Have the ninth volunteer retell the story. Continue the process until all the volunteers have been told the story and have retold the story themselves. Discuss how the story changed and how the effectiveness of the communication changed.

WHAT'S YOUR BAG?

This is an exercise used by Paula Gibson, former National officer. It was featured in Teen Times, Sept./Oct., 1977.

Players are given a paper bag each. They are then instructed to draw what their image of a homemaker is. They then share their image with five other people. They may then add to their drawing if they wish.

Participants are then asked to shake out their bags and place them on their heads. Questions may be asked such as, "Does the image on your bag really fit your idea of a homemaker? Did other people influence what was drawn on your bag? Does the picture express the real you or is it just a mask that you wear?"

This exercise can stimulate discussion and broaden the individual's concept of what a homemaker is. Different ideas may be easily substituted for the homemaker in this exercise.

Appendix V

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